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ABSTRACT

Conducted as part of a 5-year longitudinal study of 5,159 young women in the national civilian noninstitutional population who were 14 to 24 years of age at the time of the initial (February 1968) interview, this progress report contains the results of the second interview and describes the magnitude and patterns of changes in personal, educational, and labor market experience that have occurred since the initial interview. Of those originally interviewed in 1968, 96 out of 100 were reinterviewed in 1969, and analysis of this data revealed that: (1) Black girls were more likely than white girls to drop out of school before completing the twelfth grade, (2) Approximately three in ten young women had revised their educational goals with one in eight raising their goals and one in six lowering their goals, (3) Approximately one-third of the young women employed at the time of both suveys made at least one interfirm move during the period, (4) job changes were associated with larger increases in hourly wages and with increased job satisfaction, and (5) White young women have substantially more labor market knowledge than black young women. Results of the initial survey are reported in ED 049 376. (SB)

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Years for Decision

A longitudinal study of the
educational and labor market
experience of young women

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Volume two

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YEARS FOR DECISION:

A longitudinal study of the educational and labor market experience of young women

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Roger D. Roderick
with the assistance
of Joseph M. Davis

VOLUME TWO
March 1973

Center for Human
Resource Research
The Ohio State University
Columbus, Ohio

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FOREWORD

This volume is a brief progress report on a longitudinal study of the educational and labor market experience of young women. In early 1965, the Center for Human Resource Research, under a contract with the U.S. Department of Labor, began the planning of longitudinal studies of the labor market experience of four subsets of the United States population: men 45 to 59 years of age, women 30 to 44 years of age, and young men and women 14 to 24 years of age.

Cost considerations dictated limiting the population covered; given that constraint, these four groups were selected for study because each faces special labor market problems that are challenging to policy makers. In the case of the older male group, these problems are reflected in a tendency for unemployment, when it occurs, to be of longer-than-average duration and in the fact that average annual incomes of males decline continuously with advancing age beyond the mid-forties. In the case of the older of the two groups of women, the special problems are those associated with reentry into the labor force on the part of a great many married women after their children no longer require their continuous presence at home. For the young men and women, of course, the problems are those revolving around the process of occupational choice and include both the preparation for work and the frequently difficult period of accommodation to the labor market.

While the more-or-less unique problems of each of the subject groups to some extent dictate separate orientations for the four studies, there is, nevertheless, a general conceptual framework and a general set of objectives common to all of them. Each of the four studies views the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of economic, social, demographic, and attitudinal characteristics of the individual. Each study seeks to identify those characteristics that appear to be most important in explaining variations in several important facets of labor market experience: labor force participation, unemployment experience, and various types of labor mobility. Knowledge of this kind may be expected to make an important contribution to our understanding of the way in which labor markets operate and thus to be useful for the development and implementation of appropriate labor market policies.

For each of the four population groups described above, a national probability sample of the noninstitutionalized civilian population has been drawn by the U.S. Bureau of the Census. Members of each sample are being surveyed periodically for five years. This report is the second in the series of the younger group of women. It summarizes some of the information yielded by the second round of interviews conducted between mid-December 1968 and mid-March 1969. Our focus here is upon changes in educational attainment and educational aspirations, interfirm movement, geographic mobility, and the extent of occupational information possessed by the respondents. We had intended to analyze changes in labor force participation and unemployment rates, but were prevented from doing so by a coding error involving labor force and employment status. This error, of course, is being corrected. Using tabular data, the report is intended primarily as a progress report on the longitudinal study. More intensive multivariate analyses of the data are underway and will be reported elsewhere. The unique nature of some of the tabular data already in hand, however, argues for our presenting it at this time.

John R. Shea
Associate Project Director

ACKNOWLEDGEMENTS

Both the overall study and the present report are products of the joint effort of a great many persons. The research staff of the Center has enjoyed the continuous expert and friendly collaboration of personnel of the Bureau of the Census, which, under a separate contract with the Department of Labor, is responsible for developing the samples, conducting all of the interviews, processing the data, and preparing the tabulations we have requested. We are indebted to Daniel Levine and Earle Gerson who have, in turn, served as Chief of the Demographic Surveys Division; to Carrol Kindel, our principal point of contact with the Bureau; to Marie Argana, the former Chief of the Longitudinal Surveys Branch, and to Robert Mangold, its current Chief. We also wish to acknowledge our indebtedness to James Johnson and the interviewing staff of the Field Division, who were responsible for collecting the data; to Eleanor Brown and David Lipscomb of the Systems Division for editing and coding the interview schedule; and to Betty Dobronski, Benny Sharp, and their associates for the computer work.

The advice and counsel of many persons in the Department of Labor have been very helpful to us both in designing the study and in interpreting its findings. Without in any way implicating them in whatever deficiencies may exist in this report, we wish to acknowledge especially the continuous interest and support of Howard Rosen, Director of the Office of Research and Development of the Manpower Administration, and the valuable advice provided by Stuart Garfinkle and his successor Frank Mott and by Jacob Schiffman, who, as our principal contacts in the Office of Research and Development, have worked closely with us from the outset.

We also wish to acknowledge the contributions of other members of the Center's staff. Herbert Parnes, Director of the Project, provided us with his always valuable insights and reactions. Other colleagues who gave us the benefit of their reactions to an earlier version of the manuscript are Arvil V. Adams, Andrew Kohen, James Murphy, Edward O'Boyle, and John R. Shea. Ellen Mumma and Regina Parks were responsible for checking the manuscript and for maintaining the necessary liaison with the Census Bureau. Finally, we wish to thank Dortha Gilbert and Kandy Bell for typing this and earlier versions of the manuscript.

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The Ohio State University
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CHAPTER ONE*

INTRODUCTION

What changes occur during the course of one year in the educational and labor market status of young women? To what extent do 14- to 24-year-old women leave or return to school, revise their educational and/or occupational goals, change jobs, and alter their labor force and employment status? Moreover, what are the correlates of such changes? This report addresses questions such as these.

In early 1968, interviews were conducted with a national probability sample of 5,159 young women 14 to 24 years of age who were in the civilian, noninstitutional population.[1] The results of that initial survey, which was designed to set the stage for the five-year longitudinal analysis to follow, have been reported in the first volume of this series.[2] The present volume, based on data from the first and second surveys, is intended merely as a progress report on the longitudinal study. Its principal purpose is to describe the magnitudes and patterns of change that have occurred during the one-year period. The central focus is upon changes in educational and labor market status, but changes in other characteristics of the respondents are examined for their effects upon educational or labor market experiences.

In the remainder of this chapter the extent of attrition from the sample between 1968 and 1969, movement out of the formal school system and between levels within that system, and changes in the educational aspirations of high school students are described. In Chapter 2 we look at movement among employers and among geographic areas. In Chapter

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* This chapter was written by Joseph M. Davis.

[1] For a description of the sample design, see Appendix B.

[2] John R. Shea, Roger D. Roderick, Frederick A. Zeller, Andrew I. Kohen, and Associates, Years for Decision: A Longitudinal Study of the Educational and Labor Market Experience of Young Women, vol. 1, U.S. Department of Labor, Manpower Research Monograph no. 24 (Washington, D.C.: U.S. Government Printing Office, 1971).

3 the extent of occupational information among young women is considered and is related to enrollment status, family background, and labor market variables. Chapter 4 contains a summary of the major findings.

I ATTRITION FROM THE SAMPLE

Of the 5,159 members of the sample interviewed in 1968, only 4.3 percent (226) were not reinterviewed in 1969 (Table 1.1). Two percent of the sample refused to continue their participation, 2.0 percent could not be located by Census interviewers, and an additional 0.3 percent were not interviewed for other reasons such as temporary absence from the home, institutionalization, or death. There was very little intercolor difference in attrition: 4.0 percent of the blacks and 4.3 percent of the whites left the sample.[3] School enrollment status in 1968 is strongly associated with attrition from the sample: of those enrolled, 3.0 percent of the whites and 2.1 percent of the blacks left the sample; of those not enrolled in 1968, 5.7 and 5.6 percent of the whites and blacks, respectively, were not reinterviewed in 1969, largely because they could not be located. Tables 1-A-1 and 1-A-2 at the end of the chapter examine attrition from the sample, controlling for selected demographic, social and economic characteristics of the respondents. For those not enrolled in school, attrition rates were highest among white domestic service workers, blacks who were opposed to mothers of pre-school-age children working, and blacks with 13 or more years of education. Highest attrition rates for the enrolled occurred among unemployed blacks and married[4] whites.

II COMPARATIVE SCHOOL ENROLLMENT STATUS 1968 AND 1969

There is considerable empirical evidence of a strong association between educational attainment and a host of labor market success measures. As well as being a measure of knowledge and skills, it is widely held that educational attainment is a proxy for many other characteristics which influence an individual's performance in the labor market. Consequently, it is important to identify those factors which influence the amount of education a young woman obtains.

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[3] The term "blacks" refers only to Negroes; "whites" refers to Caucasians. Other races are not considered separately but are included in grand totals.

[4] "Married" refers only to those who were married, spouse present. "Nonmarried" refers to those who have never been married or who are widowed, divorced, separated, or married, spouse absent.

Table 1.1 Attrition Rate between 1968 and 1969 Surveys, by Reason, 1968 Enrollment Status, and Color

1968 enrollment status and color	Total number 1968 (thousands)	Percent refused	Percent unable to locate	Total attrition rate[a]
All respondents	18,053	2.0	2.0	4.3
Whites	15,831	2.0	2.0	4.3
Blacks	2,222	1.4	2.3	4.0
Enrolled in school	9,100	1.7	1.0	2.9
Whites	8,067	1.7	1.0	3.0
Blacks	1,033	1.4	0.7	2.1
Not enrolled in school	8,953	2.2	3.1	5.7
Whites	7,764	2.3	3.0	5.7
Blacks	1,189	1.4	3.7	5.6

[a] Includes some respondents who were not interviewed for other reasons such as temporary absence from the home, institutionalization, or death.

Two important questions concerning the educational attainment of young women may be addressed with the data in hand: what characteristics are associated with dropping out of high school; and, what are the correlates of attending college immediately upon completion of high school? Analysis in the initial volume on this cohort indicated that, at least among whites, educational attainment is strongly associated with family background variables.[5] We expect the same kinds of variables to influence dropping out of high school and enrolling in college. Nevertheless, we have reason to believe that some factors are more powerful predictors of dropping out than of transition to college. For example, economic considerations may be especially salient in movement to college, whereas pregnancy and child-bearing may be relatively more important in accounting for premature withdrawal from high school.

Of those respondents who were reinterviewed in 1969 and who had been enrolled in school in 1968, 88 percent of the whites and 76 percent of the blacks were still enrolled in 1969. Of those respondents who were interviewed both years who were not enrolled at the time of the initial survey, 4 percent of each color group had returned to school by the second survey (Table not shown).

Correlates of Dropping Out of High School

Among those respondents who remained in the sample, high school dropout rates for white and black girls for the one-year period were 4 and 11 percent, respectively.[6] However, because of attrition from the sample, this probably underestimates the actual dropout rate, for if our suspicion is correct that young women who were not reinterviewed had a higher high school dropout rate than did those reinterviewed, the understatement is even greater.

Comparing these rates with the one-year high school dropout rates (unadjusted for attrition) among the young men in the same age category indicates that white young men and women are about equally likely to drop out of high school (5 and 4 percent, respectively) while black young women are somewhat more likely than are young black men to drop out (11 versus 7 percent).[7] Research on the relationships among race, socioeconomic status, and leaving school before graduation typically has found that intercolor differences in dropout rates actually reflect differences in socioeconomic status.[8] This topic will be more fully examined below; it is worth noting here that black youth also tend to be older than white for any given grade in school, and dropout rates from high school are strongly related to age-grade lags (Table 1.2).[9]

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[5] Shea et al., Years for Decision, 1:30-32.

[6] These rates, unadjusted for attrition from the sample, are based on the number of young women in grades nine through eleven at the time of the first survey.

Table 1.2 Mean 1968 Age and High School Dropout Rates between 1968 and 1969, by Grade Level in 1968 and Color: Respondents Enrolled in Grades 9 to 11 in 1968

Grade enrolled in 1968	Total number (thousands)	Mean age in 1968	School dropout rate
	WHITES		
9th	1,455	14.3	3
10th	1,732	15.2	4
11th	1,365	16.2	6
Total or average	4,552	15.2	4
	BLACKS		
9th	213	14.6	13
10th	220	15.5	8
11th	174	16.5	11
Total or average	607	15.5	11

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[7] Frederick A. Zeller, John R. Shea, Andrew I. Kohen, and Jack A. Meyer, Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth, vol. 2, U.S. Department of Labor, Manpower Research Monograph no. 16 (Washington, D.C.: U.S. Government Printing Office, 1970), p. 3.

[8] Robert E. Herriott, Charles B. Nam and A. Lewis Rhodes, "School Retention by Race, Religion and Socio-Economic Status," The Journal of Human Resources 3 (Spring 1968):171-90.

[9] See Shea et al., Years for Decision, 1:19; Zeller et al., Career Thresholds, 2:22.

For blacks and whites alike, dropping out of high school seems to be associated with having a father who was not a high school graduate and with having attended a high school in the South (Table 1.3).[10] Among whites, respondents with urban backgrounds are somewhat more prone to drop out of high school than are those from nonurban areas, although this relationship does not prevail for blacks.[11]

Not surprisingly, high school girls who in 1968 had aspired to a high level of educational attainment, viz., to four or more years of college, had much lower rates of dropping out of high school than did girls with lower aspirations. Only 1 percent of the young white and 4 percent of the black women who aspired to a bachelor's degree left high school before graduation while about 6 percent of the whites and 17 percent of the blacks with lower aspirations dropped out of high school.

Transition from High School to College

White young women who were high school seniors in 1968 were twice as likely as their black counterparts to be enrolled in college in 1969 (52 compared to 26 percent) (Table 1.4). These rates are 12 percentage points lower in each color group than those for a comparable group of young men one and one-half years earlier.[12]

As was true for high school dropout rates, rates of college entrance are related to demographic and socioeconomic background variables, although in a somewhat different manner. College attendance is positively related to father's education, among whites at least, and is much more prevalent among respondents from urban areas. On the other hand, unlike high school dropout rates, there are no systematic South versus non-South differences in rates of college entrance. For both blacks and whites, movement into college is directly related to educational goals in 1968. It is especially noteworthy that fully 85 percent of the white young women who in 1968 reported aspirations for a college degree were enrolled in college in 1969.

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[10] South includes the South Atlantic, East South Central, and West South Central Census divisions.

[11] The urban-nonurban distinction is based upon the respondent's residence at age 14.

[12] Zeller et al., Career Thresholds, 2:7.

Table 1.3 Proportion Dropping Out of High School between 1968 and 1969, by Selected Characteristics: Respondents Enrolled in Grades 9 to 11 in 1968

Characteristic	WHITES		BLACKS	
	Total number (thousands)	Percent high school dropouts	Total number (thousands)	Percent high school dropouts
Highest year of school completed by father[a]				
8 or fewer years	761	4	161	11
9 to 11 years	709	4	96	8
12 years	1,260	2	50	6
13 or more years	990	2	12	b
Total or average	4,091	3	409	10
Residence at age 14				
Nonurban	2,568	3	259	11
Urban	1,978	5	348	10
Total or average	4,552	4	607	10
High school location				
South	1,170	9	382	12
Non-South	3,214	2	211	9
Total or average	4,552	4	607	10
Educational goal, 1968				
High school graduation	1,401	7	166	16
College 2	966	5	114	18
College 4 or more	2,132	1	325	4
Total or average	4,552	4	607	10

a Excludes respondents with fathers deceased in 1968.

b Percentages not shown where base represents fewer than 25 sample cases.

Table 1.4 Proportion Enrolled in College in 1969, by Selected Characteristics: Respondents Enrolled in Grade 12 in 1968[a]

Characteristic	WHITES		BLACKS	
	Total number (thousands)	Percent enrolled in college in 1969	Total number (thousands)	Percent enrolled in college in 1969
Highest year of school completed by father[b]				
8 or fewer years	183	26	45	26
9 to 11 years	139	32	22	c
12 years	362	61	26	c
13 or more years	234	78	8	c
Total or average	985	54	131	25
Residence at age 14				
Nonurban	606	45	73	20
Urban	507	61	105	30
Total or average	1,117	52	178	26
High school location				
South	254	51	109	28
Non-South	863	53	69	24
Total or average	1,117	52	178	26
Educational goal 1968				
High school graduation	283	3	55	7
College 2	275	39	39	11
College 4 or more	549	85	85	46
Total or average	1,117	52	178	26

a Includes a few respondents repeating the twelfth grade in 1969.
b Excludes respondents with father deceased in 1968.
c Percentages not shown where base represents fewer than 25 sample cases.

In summary, the intercolor variation in the probability of attending college immediately following high school is much larger than the intercolor variation in the likelihood of completing high school. Neither difference, however, seems to be much affected by controlling for the variables just considered.

III CHANGES IN EDUCATIONAL ASPIRATIONS OF HIGH SCHOOL YOUTH

As has been demonstrated in the previous section, educational attainment is strongly related to educational goals. In this section, we turn our attention to an examination of changes in the educational aspirations of high school students between the two surveys. Although there has been a great deal of research on the determinants and consequences of the educational aspirations of young men and women, analyses of year-to-year changes in such aspirations have been attempted only infrequently.[13] In our earlier report based on the first survey of the young women, we noted that, in the aggregate, their educational goals were unrealistically high in light of known trends in educational attainment among women. It appears highly unlikely, then, that all young women in our sample will realize their educational goals. This raises the important question of what determines whether a young woman maintains or changes her educational goals.

Changes in Educational Aspirations

For both color groups, about seven-tenths of the young women enrolled in high school or below both years held the same aspirations in 1969 as in 1968 (Table 1.5). About one in eight had raised their aspirations, and almost one in six had lowered their educational aspirations.[14]

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[13] Among the exceptions are the longitudinal study of tenth graders by Jerald G. Bachman and Associates, reported in Youth in Transition, vol. 3 (Ann Arbor, Michigan: University of Michigan Institute for Social Research, Survey Research Center, 1972) and the longitudinal survey of the cohort of young men from the National Longitudinal Surveys, as reported in Zeller et al., Career Thresholds, vol. 2, and in Andrew I. Kohen and Herbert S. Parnes, Career Thresholds, vol. 3, U.S. Department of Labor, Manpower Research Monograph no. 16 (Washington, D.C.: U.S. Government Printing Office, 1971).

[14] The elimination of high school dropouts from the universe under consideration here almost certainly has resulted in understating the proportion of the 1968 sample who revised their goals downward.

Table 1.5 Comparison of Educational Goals, 1968 and 1969, by Grade Attending in 1968, Educational Goal in 1968, and Color: Respondents Enrolled in High School or below Both Years

(Percentage distribution)

Comparison of educational goals 1968 and 1969	Grade attending in 1968			Educational goal in 1968				Total or average
	9 or less	10	11[a]	11 years or less	12 years	14 years	16 years or more	
	WHITES							
1969 higher than 1968	9	13	16		20	20	4	12
1969 same as 1968	75	70	67	b	80	59	71	71
1969 lower than 1968	16	17	16		1	22	25	16
Total percent	100	100	100		100	100	100	100
Total number (thousands)	1,664	1,607	1,330	22	1,411	952	2,168	4,600
	BLACKS							
1969 higher than 1968	11	14	14	-	23	20	4	13
1969 same as 1968	75	72	71	-	76	71	72	73
1969 lower than 1968	14	15	16	-	1	9	24	14
Total percent	100	100	100		100	100	100	100
Total number (thousands)	289	209	145	0	190	108	338	643

a Includes a few respondents enrolled in the twelfth grade both years.

b Percentage distribution not shown where base represents fewer than 25 sample cases.

Among the whites, but less clearly so among blacks, the higher the grade in school in 1968, the greater the likelihood of a rise in educational aspirations between 1968 and 1969. Other intercolor differences, however, are slight. Fully one-fourth of the young women in both color groups who aspired to 16 or more years of education in 1968 had revised their aspirations downward by 1969. This result is in line with our expectation of a lowering of unrealistic goals over time. An interesting intercolor difference obtains among those respondents whose educational goal in 1968 was 14 years (i.e., two years of college). While equally likely to revise their aspirations upward, whites are more than twice as likely as blacks to revise downward (22 percent versus 9 percent).

When asked why they had changed their goals, the overwhelming majority of respondents cited "interest" as their reason for having done so, irrespective of the direction of change. Interestingly, "economic" reasons were rarely mentioned in connection with raising goals and only infrequently mentioned (about one in ten responses) as the reason for downward revision.

Correlates of Downward Revision of High Goals

We turn now to an examination of a number of factors that appear to be related to a downward revision in educational aspirations. This examination is restricted to those who were enrolled in high school in both 1968 and 1969 and who had aspired to 16 or more years of education when first interviewed in 1968. The latter restriction was imposed because in most instances there are insufficient sample cases for analysis of young women with lower initial year aspirations.

As might be expected, young women who had aspired to four or more years of college in 1968, but actually expected to receive less, were relatively more likely to revise their aspirations downward (Table 1.6). Whereas less than one-fourth of the whites and blacks who had expected to receive a college degree had revised their goals downward, as many as one in three with lower expectations than aspirations in the base year had revised their aspirations downward by 1969.

A strong positive relationship exists between family income and stability of high educational aspirations (Table 1.7). Among the whites, 31 percent from families with incomes under $6,000, 25 percent from families with incomes ranging from $6,000-9,999, and 20 percent with incomes over $10,000 lowered their aspirations. The relationship is even more striking among blacks: i.e., the corresponding percentages are 32, 22, and 11. This intercolor difference suggests that high-income blacks have more stable educational goals than do high-income whites.

The lowering of high educational aspirations is also largely negatively related to father's education. Since father's education generally bears a strong positive correlation with family income, this

Table 1.6 Comparison of Educational Goals, 1968 and 1969, by Educational Expectations in 1968 and Color: Respondents Enrolled in High School or below Both Years Who Aspired to 16 or More Years of Education in 1968

(Percentage distribution)

Comparison of educational goals 1968 and 1969	Educational expectations in 1968		Total or average
	College 2 or less	College 4 or more	
	WHITES		
1969 higher than 1968	1	4	4
1969 same as 1968	65	72	71
1969 lower than 1968	34	23	25
Total percent	100	100	100
Total number (thousands)	314	1,850	2,168
	BLACKS		
1969 higher than 1968	2	5	4
1969 same as 1968	67	73	72
1969 lower than 1968	32	22	24
Total percent	100	100	100
Total number (thousands)	65	273	338

Table 1.7 Proportion Who Lowered Their Educational Aspirations between 1968 and 1969, by Selected Characteristics: Respondents Enrolled in High School or below Both Years Who Aspired to 16 or More Years of Education in 1968

Characteristic	WHITES		BLACKS	
	Total number (thousands)	Percent with lower aspirations in 1969	Total number (thousands)	Percent with lower aspirations in 1969
Family income, 1969[a]				
Less than $6,000	285	31	184	32
$6,000-9,999	628	25	59	22
$10,000 or more	1,102	20	44	11
Total or average	2,107	23	297	27
Highest year of school completed by father[b]				
8 years or less	294	30	82	26
9-11 years	233	28	57	20
12 years	596	28	33	d
13 years or more	729	16	11	d
Total or average	1,968	24	219	26
Age in 1969				
15	594	30	102	21
16	855	24	118	18
17	652	21	87	33
Total or average[c]	2,168	25	338	24

a Includes only respondents living with family members other than husband.
b Excludes respondents with fathers deceased in 1968.
c Includes respondents 18 years of age and older, not shown separately.
d Percentage not shown where base represents fewer than 25 sample cases.

result is to be expected. The relationship appears to hold for both whites and blacks, although among blacks with 12 or more years of education the number of sample cases represented does not allow a confident conclusion.

Among whites, the likelihood of having lowered educational aspirations is negatively associated with age. Thirty percent of the 15-year-old whites lowered their goals as compared to 24 percent of the 16-year olds and 21 percent of the 17-year olds. Among blacks, no clear direction of association can be discerned. We noted in the first volume of this study that, on average, blacks held higher educational aspirations in 1968 than did whites.[15] We also know that whites are more likely to achieve their educational goals. The relatively high rate of downward revision among 15-year-old whites suggests that whites tend to bring unrealistically high aspirations into line with reality earlier than do black girls. The latter seem not to do this until they are older and are confronted directly by the difficulties associated with obtaining higher education.

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[15] Shea et al., Years for Decision, 1:158.

Table 1-A-1 Attrition Rate (Percent) 1969 Survey, by Reason and Selected Characteristics of Respondents Enrolled in School in 1968

1968 characteristic	Total number 1968 (thousands)[a]	Noninterview rate: Refusal	Noninterview rate: Unable to locate	Total attrition rate[b]
Highest year of school completed				
Less than 12 years				
Whites	6,071	1.9	0.8	3.1
Blacks	908	1.3	0.4	1.9
12 years				
Whites	704	1.3	0.0	1.3
Blacks	52	2.4	2.1	4.5
More than 12 years				
Whites	1,292	0.7	2.5	3.6
Blacks	74	0.0	3.0	3.0
Educational goals, 1968				
12 years				
Whites	1,852	1.7	1.2	3.4
Blacks	279	0.6	0.4	1.0
College 2				
Whites	1,525	3.0	0.7	3.7
Blacks	179	1.4	0.0	1.4
College 4+				
Whites	4,562	1.3	1.0	2.7
Blacks	561	1.6	0.7	2.7
Age				
14-17				
Whites	5,285	2.2	0.8	3.5
Blacks	811	1.5	0.4	2.1
18-24				
Whites	2,782	0.8	1.3	2.3
Blacks	222	0.4	1.4	1.8

Continued on next page.

Table 1-A-1 continued

1968 characteristic	Total number 1968 (thousands)[a]	Noninterview rate		
		Refusal	Unable to locate	Total attrition rate[b]
Attitude toward employment of mothers				
Opposed				
Whites	2,197	2.3	1.5	4.1
Blacks	151	4.7	0.0	4.7
Permissive				
Whites	1,536	1.5	0.8	2.6
Blacks	275	1.0	1.2	2.3
Marital status				
Never married				
Whites	7,717	1.7	0.9	2.9
Blacks	996	1.4	0.7	2.2
Married, spouse present				
Whites	278	3.7	3.4	7.1
Blacks	30	c	c	c
Health related work limitations				
Whites	315	2.8	0.0	2.8
Blacks	55	0.0	1.9	1.9
Survey week labor force and employment status				
Employed				
Whites	2,388	1.5	1.4	3.4
Blacks	202	0.7	0.5	1.2
Unemployed				
Whites	262	0.0	3.6	3.6
Blacks	74	9.9	1.4	11.4
Out of labor force				
Whites	5,417	1.9	0.7	2.9
Blacks	758	0.7	0.6	1.5
In labor force 52 weeks, 1968				
Whites	822	1.8	1.2	3.0
Blacks	81	1.6	0.0	1.6

Continued on next page.

Table 1-A-1 continued

1968 characteristic	Total number 1968 (thousands)[a]	Noninterview rate		
		Refusal	Unable to locate	Total attrition rate[b]
Worked part time, survey week				
Whites	2,103	1.3	0.7	2.9
Blacks	176	0.7	0.0	0.7
Occupation				
White collar				
Whites	2,032	1.6	1.4	3.3
Blacks	193	5.1	0.6	5.7
Domestic service				
Whites	1,307	0.7	0.4	1.9
Blacks	156	1.0	0.8	1.8
Nondomestic service				
Whites	932	1.8	1.8	3.6
Blacks	96	0.0	0.0	0.0
Farm				
Whites	202	0.0	0.0	0.0
Blacks	72	0.0	3.3	3.3

[a] Figures in this column are population estimates based on number of respondents in 1968.

[b] Includes some respondents who were not reinterviewed for other reasons such as temporary absence from the home, institutionalization, or death.

[c] Percentages not shown where base represents fewer than 25 sample cases.

Table 1-A-2 Attrition Rate (Percent) 1969 Survey, by Reason and Selected Characteristics of Respondents Not Enrolled in School in 1968

1968 characteristic	Total number 1968 (thousands)[a]	Noninterview rate: Refusal	Noninterview rate: Unable to locate	Noninterview rate: Total attrition rate[b]
Highest year of school completed				
Less than 12 years				
Whites	1,966	2.0	6.2	8.2
Blacks	548	1.6	4.2	6.6
12 years				
Whites	4,343	2.9	2.0	5.4
Blacks	508	1.2	2.0	3.4
More than 12 years				
Whites	1,454	1.0	1.6	3.1
Blacks	133	0.8	8.3	9.0
Age				
14-17				
Whites	369	1.4	6.5	8.1
Blacks	128	1.0	3.7	5.5
18-24				
Whites	7,395	2.4	2.8	5.5
Blacks	1,061	1.4	3.8	5.3
Attitude toward employment of mothers				
Opposed				
Whites	2,043	3.3	2.9	6.5
Blacks	162	2.5	7.7	10.2
Permissive				
Whites	1,413	2.4	2.0	4.8
Blacks	328	1.6	4.8	6.7

Continued on next page.

Table 1-A-2 Continued

1968 characteristic	Total number 1968 (thousands)[a]	Noninterview rate		
		Refusal	Unable to locate	Total attrition rate[b]
Marital status				
Never married				
Whites	2,671	3.1	2.6	6.2
Blacks	572	1.2	5.3	7.3
Married, spouse present				
Whites	4,487	2.1	2.6	5.0
Blacks	485	1.6	1.3	2.9
Health related work limitations				
Whites	315	2.8	0.0	2.8
Blacks	55	0.0	1.9	1.9
Survey week labor force and employment status				
Employed				
Whites	2,388	1.5	1.4	3.4
Blacks	586	1.8	3.8	5.6
Unemployed				
Whites	262	0.0	3.6	3.6
Blacks	133	1.2	6.2	7.4
Out of labor force				
Whites	5,417	1.9	0.7	2.9
Blacks	470	1.1	2.8	4.9
Weeks in labor force, 1968				
0-12 weeks				
Whites	2,083	1.5	2.6	4.6
Blacks	281	1.1	1.8	2.8
13-37 weeks				
Whites	1,701	2.9	3.2	6.3
Blacks	259	1.2	2.3	3.5
38-51 weeks				
Whites	949	2.0	1.9	4.2
Blacks	162	3.7	3.1	6.8
52 weeks				
Whites	2,333	2.9	3.6	6.7
Blacks	332	1.2	7.0	8.2

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Table 1-A-2 Continued

1968 characteristic	Total number 1968 (thousands)[a]	Noninterview rate		
		Refusal	Unable to locate	Total attrition rate[b]
Worked part time survey week 1968				
Whites	914	2.4	2.1	5.6
Blacks	172	1.6	1.6	3.2
Occupation				
White collar				
Whites	4,425	2.9	1.8	4.8
Blacks	356	1.8	6.2	8.1
Blue collar				
Whites	1,142	2.6	3.9	6.5
Blacks	243	2.1	1.7	3.8
Domestic service				
Whites	247	4.4	8.8	13.4
Blacks	144	1.0	0.8	1.9
Nondomestic service				
Whites	1,187	0.3	5.0	6.1
Blacks	236	1.2	4.4	5.6
Farm				
Whites	85	c	c	c
Blacks	44	0.0	0.0	0.0

a Figures in this column are population estimates based on number of respondents in 1968.

b Includes some respondents who were not reinterviewed for other reasons such as temporary absence from the home, institutionalization, or death.

c Percentages not shown where base represents fewer than 25 sample cases.

CHAPTER TWO*

CHANGES IN JOB STATUS OF OUT-OF-SCHOOL YOUTH

In this chapter we focus principally upon the work records of those who were out of school and employed at the time of the surveys in both 1968 and 1969. In the first section we examine changes in hourly earnings between the two survey dates for those young women employed as wage and salary workers both years. In Section II the nature, extent, and correlates of interfirm movement are considered. The extent and correlates of geographic mobility are dealt with in Section III.

I CHANGE IN RATE OF PAY, 1968-1969

Of those young white women who were out of school and employed as wage and salary workers in both years, mean hourly earnings increased by $.32, or 16 percent (Table 2.1). For their black counterparts, the absolute increase was only one-half that of the whites ($.16), and the relative increase was only 9 percent.

1968 Occupation

Increases in hourly rates of pay vary considerably by major occupational category. Among white youth, those in white-collar occupations clearly display the greatest percentage increases in mean rates of pay, ranging between 16 and 20 percent (Table 2.1). Whites who were blue-collar workers in 1968 received the lowest relative increases (5 percent), with those who held nondomestic service jobs gaining only slightly more (8 percent). Among blacks, the variation is even greater. The hourly wage rate of domestic service workers rose by 72 percent, while the wages of nondomestic service workers remained virtually unchanged. The white-collar and blue-collar increases were 10 percent and 15 percent, respectively. A look at the 1969 level of wages shows that wages for whites exceeded those for blacks in all the occupational categories except clerical-sales[1] and blue-collar, where near equality existed.

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* This chapter was written by Roger D. Roderick.

[1] The somewhat higher wage rate of black clerical-sales workers vis-a-vis white clerical-sales workers in both 1968 and 1969 is largely a function of the relatively greater concentration of blacks than of whites within clerical rather than sales occupations.

Table 2.1 Selected Measures of Change in Rate of Pay between 1968 and 1969, by 1968 Occupation and Color: Respondents 18 to 25 Years of Age, Out of School and Employed as Wage and Salary Workers in 1968 and 1969

1968 occupation	Total number (thousands)	Mean hourly rate of pay in 1968	Mean hourly rate of pay in 1969	Absolute change, 1968 to 1969	Percentage change, 1968 to 1969
	WHITES				
White collar	2,062	$2.12	$2.48	+$.36	+17%
Professional, technical, managerial	555	2.50	3.00	+ .50	+20
Clerical, sales	1,507	1.98	2.29	+ .31	+16
Blue collar	415	1.89	1.98	+ .09	+ 5
Domestic service	34	a	a	a	a
Nondomestic service	257	2.01	2.17	+ .16	+ 8
Total or average[b]	2,787	2.05	2.37	+ .32	+16
	BLACKS				
White collar	154	$2.12	$2.34	+$.22	+10%
Professional, technical, managerial	32	a	a	a	a
Clerical, sales	122	2.02	2.27	+ .25	+12
Blue collar	89	1.71	1.97	+ .26	+15
Domestic service	45	0.65	1.12	+ .47	+72
Nondomestic service	75	1.53	1.56	+ .03	+ 2
Total or average[b]	370	1.80	1.96	+ .16	+ 9

a Data not shown where base represents fewer than 25 sample cases.

b Total also includes small number of respondents in farm occupations not shown separately.

Education

When the young women are classified by educational attainment (Table 2.2), the mean hourly earnings of blacks are below those of whites in every educational category for which the number of sample cases is sufficient for confident estimates. Moreover, the black-white relative differentials are greater in 1969 than in 1968 for all but those at the lowest level of education, for whom the differential remains constant. Thus, the already-disadvantaged position of black young women relative to white deteriorated even further between 1968 and 1969.

High School Curriculum

Our examination of the relationship between the curriculum from which a respondent graduated and her subsequent hourly earnings is limited to those with exactly 12 years of education. This restriction was imposed because other educational categories do not contain sufficient numbers of sample cases to warrant consideration, and educational attainment must be controlled because of the intercorrelation between curriculum and educational attainment on the one hand and between educational attainment and wage rate on the other. In 1969, as in 1968, the hourly rate of pay for respondents from the general curriculum was lower than for graduates of other curricula; furthermore, the relative differentials had increased by 1969 (Table 2.3). These relationships generally prevail within both color groups, although there are too few sample cases of black graduates from college preparatory programs to permit confident wage estimates for them.

It is worth noting here that among those white young women who have some college experience the relative increases in rates of pay for graduates of college preparatory programs exceed those for respondents who were enrolled in the general curriculum while in high school (Table not shown). Certain factors must be taken into account in interpreting this relationship, however. For example, we do not know whether this relationship will hold over a longer period of time. Furthermore, to the extent that it does hold it is still unclear whether this reflects program differentials per se or differences in ability which students bring to the program.

II INTERFIRM MOVEMENT, 1968-1969

Any respondent whose 1969 employer was other than her 1968 employer is said to have made an interfirm move. All others are

Table 2.2 Selected Measures of Change in Rate of Pay between 1968 and 1969, by Highest Year of School Completed and Color: Respondents 18 to 25 Years of Age, Out of School and Employed as Wage and Salary Workers in 1968 and 1969

Highest year of school completed	Total number (thousands)	Mean hourly rate of pay in 1968	Mean hourly rate of pay in 1969	Absolute change, 1968 to 1969	Percentage change, 1968 to 1969
			WHITES		
Less than 12	257	$1.63	$1.81	+$.18	+11%
12	1,785	1.97	2.26	+ .29	+15
13-15	412	2.21	2.71	+ .50	+23
16 or more	333	2.61	2.97	+ .36	+14
Total or average	2,787	2.05	2.37	+ .32	+16
			BLACKS		
Less than 12	102	$1.32	$1.48	+$.16	+12%
12	194	1.80	2.00	+ .20	+11
13-15	55	2.08	2.25	+ .17	+ 8
16 or more	19	a	a	a	a
Total or average	370	1.80	1.~~96~~	+ .16	+ 9

a Data not shown where base represents fewer than 25 sample cases.

Table 2.3 Selected Measures of Change in Rate of Pay between 1968 and 1969, by High School Curriculum and Color: Respondents 18 to 25 Years of Age Having Completed Exactly 12 Years of Education, Who Were Out of School and Employed as Wage and Salary Workers in 1968 and 1969

High school curriculum	Total number (thousands)	Mean hourly rate of pay in 1968	Mean hourly rate of pay in 1969	Absolute change, 1968 to 1969	Percentage change, 1968 to 1969
	WHITES				
Vocational, commercial	762	$2.03	$2.35	+$.32	+16%
General	618	1.88	2.12	+ .24	+13
College preparatory	405	2.00	2.29	+ .29	+14
Total or average	1,785	1.97	2.26	+ .29	+15
	BLACKS				
Vocational, commercial	62	$1.88	$2.17	+$.29	+15%
General	106	1.72	1.86	+ .14	+ 8
College preparatory	25	a	a	a	a
Total or average	194	1.80	2.00	+ .20	+11

a Data not shown were base represents fewer than 25 sample cases.

classified as not having experienced such movement.[2] As should be expected of young women in the early stages of their work careers, a substantial volume of interfirm movement was reported for the period. Of the 3.2 million young women out of school and employed in both years,[3] approximately one-third changed employers between 1968 and 1969. Where we present interpretations of these data, it is with the qualification that, due to a problem in the original questionnaire, we are unable at this time to distinguish between voluntary and involuntarily separations.[4]

Correlates of Interfirm Movement

Education   Interfirm movement is greater for those who have not completed high school and for those who have gone on to college than for those who have exactly 12 years of education (Table 2.4). This is as expected, although the reasons for and the implications of the mobility among the nongraduates clearly differ substantially from those for the young women with college experience. Interestingly, interfirm mobility rates are almost identical for blacks and whites at each of the two higher levels of educational attainment, whereas movement among the blacks with less than a high school diploma is considerably greater than among the white nongraduates. This is probably a reflection of the relatively greater difficulties encountered by the less-educated black (vis-a-vis the less-educated white) in her early labor market activity. Among other things, the average educational attainment of the black nongraduate is less than that of the white nongraduate.

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[2] Our measure undoubtedly understates the total amount of movement among young women during the year for three reasons. First, it refers to the number of movers and not to the number of moves made over the course of the year. Second, the proportion who were not reinterviewed in 1969 probably contains a disproportionately large number of young women who changed employers during the period. Third, it counts as nonmovers those who left their 1968 employer and then returned to that employer by the time of the 1969 survey.

[3] The data in this section generally pertain to respondents who were not enrolled and who were employed at any job during both the 1968 and 1969 survey weeks.

[4] The questionnaire has since been redesigned so that later surveys will enable us to differentiate between voluntary and involuntary separations. Furthermore, retrospective data are being gathered in an attempt to rectify this initial oversight.

1968 occupation An examination of mobility rates within major occupational groups supports the above speculation. It is within the domestic services, where the socioeconomic rewards as well as the educational requirements are low, and where more than 10 percent of the blacks were employed in 1968, that changes of employers among blacks are particularly high (Table 2.5). In none of the other occupational categories is interfirm movement noticeably greater among blacks than among whites.

Table 2.4 Proportion Making Interfirm Changes, 1968 to 1969, by Highest Year of School Completed and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969

Highest year of school completed	WHITES		BLACKS	
	Total number (thousands)	Percent interfirm changers	Total number (thousands)	Percent interfirm changers
Less than 12	276	34	104	46
12	1,845	28	194	26
More than 12	759	36	74	35
Total or average	2,879	31	372	34

With the exception of the domestic services--for which it admittedly may not be meaningful to talk about employer change in any case--the nondomestic service classification contains the highest frequency of interfirm movement (45 percent for each color group). This identical rate for both blacks and whites is of note, given the intercolor differential in three-digit occupational distribution within the nondomestic services. Within the two remaining major occupation categories, mobility rates are substantially lower for both whites and blacks. Among blacks, white-collar and blue-collar workers are about equally likely to have made at least one employer shift (25 and 24 percent, respectively). On the other hand, white young women in white-collar positions are substantially more likely than are those in the blue-collar group to have moved (30 percent versus 22 percent). Finally, a comparison of these white-collar/blue-collar relationships with those which were found in the second survey of the young men is of interest. There, whites in blue-collar occupations were found to be one-and-one-half times as mobile as those in white-collar jobs, while among blacks the white-collar workers were more

Table 2.5 Proportion Making Interfirm Changes, 1968 to 1969, by 1968 Occupation and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969

1968 occupation	Total number (thousands)	Percent interfirm changers
	WHITES	
White collar	2,096	30
Professional, technical, managerial	564	28
Clerical, sales	1,533	30
Blue collar	428	22
Domestic service	38	a
Nondomestic service	285	45
Total or average[b]	2,879	31
	BLACKS	
White collar	154	25
Professional, technical, managerial	32	a
Clerical, sales	121	24
Blue collar	89	24
Domestic service	46	61
Nondomestic service	76	45
Total or average[b]	372	34

a Percentages not shown where base represents fewer than 25 sample cases.

b Total also includes respondents in farm occupations not shown separately.

mobile.[4] This discrepancy may be in part a function of the male-female differential in distribution among the three-digit occupations that comprise the white-collar and blue-collar groups.

Length of service in 1968 job One of the axioms of labor market behavior is that the probability of job separation declines substantially as length of service with an employer increases. In part, this reflects the fact that the early period of service is one of "trial," from the viewpoint of both the employee and the employer. It also reflects the fact that both parties' investment--economic, social, and psychological--increases with the passage of time. Furthermore, the effect of institutional arrangements is in the same direction. For example, layoff rules by and large are such that the probability of layoff decreases with increased tenure. It is not surprising, then, that even though the age of these respondents precludes long tenure, interfirm mobility decreases monotonically with increasing tenure for both the whites and blacks (Table 2.6).

In the case of white women 40 percent of those who had been in their 1968 jobs for less than one year had changed employers by 1969. This proportion is 20 percent for those with from one to four years of service and 10 percent for those with five or more years. For blacks, the corresponding figures for the first two categories of service are essentially the same as for the whites, 41 and 23 percent, respectively. The longest service category contains too few sample cases in the case of blacks to warrant discussion.

Rate of pay, 1968 We had anticipated that respondents whose 1968 hourly rates of pay were relatively low would be more likely to have changed employers by 1969 than would those whose wages in the base year were higher. We expected this relationship in part because we had hypothesized that dissatisfaction with low wages would lead to voluntary quits and in part because of the association between low wages and short tenure. The data generally support the anticipated inverse relationship, both among whites and among blacks (Table 2.7). Black respondents who earned less than $1.50 per hour in 1968 are nearly twice as likely to have changed firms as are those who had earned $1.50 to $1.99 per hour, and four times as likely as those whose wage rate had been $2.00 to $2.99 per hour. The pattern among whites, while somewhat less pronounced, generally resembles that among blacks.

Job satisfaction, 1968 One method of assessing job satisfaction is to examine respondents' attitudes toward their jobs. Interfirm movement between 1968 and 1969 was strongly related to 1968 expressions

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[4] Zeller et al., Career Thresholds, 2:28.

Table 2.6 Proportion Making Interfirm Changes, 1968 to 1969, by Length of Service in 1968 Job and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969

Length of service in 1968 job	Total number (thousands)	Percent interfirm changers
	WHITES	
Less than 1 year	1,573	40
1-4 years	1,110	20
5 or more years	174	10
Total or average	2,879	31
	BLACKS	
Less than 1 year	233	41
1-4 years	122	23
5 or more years	16	a
Total or average	372	34

a Percentages not shown where base represents fewer than 25 sample cases.

Table 2.7 Proportion Making Interfirm Change, 1968 to 1969, by 1968 Hourly Rate of Pay and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969[b]

1968 hourly rate of pay	Total number (thousands)	Percent interfirm changers
	WHITES	
Less than $1.50	348	47
$1.50-$1.99	995	33
$2.00-$2.99	1,157	22
$3.00 or more	187	23
Total or average	2,829	31
	BLACKS	
Less than $1.50	86	52
$1.50-$1.99	140	28
$2.00-$2.99	82	13
$3.00 or more	16	a
Total or average	372	34

a Percentage not shown where base represents fewer than 25 sample cases.
b Universe restricted to those who were wage and salary workers in 1968.

of job satisfaction (Table 2.8). The data here support our expectations that the dissatisfied would be more likely than the satisfied to change jobs, and that there would be a noticeable difference in mobility between young women who had reported that they liked their jobs "very much" and those who had said they liked their jobs "fairly well." Among whites, the most satisfied were substantially less likely than were the dissatisfied to change jobs, and for both color groups those who had earlier reported that they liked their jobs "very much" were noticeably less likely than those who had said that they liked their jobs only "fairly well" to have made an interfirm move.

Job attachment In the initial (1968) survey, employed respondents were asked the following question: "Suppose someone in this area offered you a job in the same line of work you are in now. What would the wage or salary have to be for you to be willing to take it?" This question was designed to identify propensity to respond to perceived differentials among jobs, and should not be interpreted as merely another measure of job satisfaction. In each of the other cohorts in the National Longitudinal Surveys, this measure of propensity to move has shown a clear positive relationship to job satisfaction.[5] In contrast, no consistent relationship in either direction was found to exist between degree of satisfaction and job attachment in the case of young women.[6]

If the question involving the hypothetical job offer is in fact a valid measure of propensity to change jobs in response to perceived differentials in "net economic advantage," one would expect this mobility measure to be related to the probability of job change. While considerable ambiguity is doubtless introduced by the inability to separate the voluntary from the involuntary job changers, the predictive power of the mobility measure still may be tested with the available data. To begin to test this model, we show in Table 2.9 the relationship between the mobility propensity measure and the degree of actual interfirm movement between the 1968 and 1969 surveys. Among both white and black young women the relationship is in the expected positive direction. Those whose response to the hypothetical job offer had classified them as highly mobile are most likely to have changed jobs, while those identified as immobile are least likely. Further, the positive relationship appears to be monotonic, although for whites the

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[5] Parnes et al., Career Thresholds, 1:155-56; Parnes et al., Pre-Retirement Years, 1:158-59; and Shea et al., Dual Careers, 1:205-07.

[6] Shea et al., Years for Decision, 1:146.

Table 2.8 Interfirm Mobility, 1968 to 1969, by Job Satisfaction, 1968, and Color: Respondents 18 to 25 Years of Age, Out of School and Employed 1968 and 1969

Job satisfaction, 1968	Total number (thousands)	Percent interfirm changers
	WHITES	
Like very much	1,784	25
Like fairly well	817	35
Dislike[b]	278	57
Total or average	2,879	31
	BLACKS	
Like very much	200	26
Like fairly well	138	37
Dislike[b]	32	a
Total or average	372	34

a Percentage not shown where base represents fewer than 25 sample cases.
b Includes both respondents who reported in 1968 that they disliked their jobs "somewhat" and respondents who reported that they disliked them "very much."

Table 2.9 Proportion Making Interfirm Changes, 1968 to 1969, by 1968 Mobility Propensity and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969[a]

1968 mobility propensity	Total number (thousands)	Percent interfirm changers
	WHITES	
Highly mobile[b]	812	31
Moderately mobile[c]	1,142	28
Immobile[d]	549	25
Total or average[e]	2,829	31
	BLACKS	
Highly mobile[b]	137	32
Moderately mobile[c]	133	29
Immobile[d]	39	21
Total or average[e]	372	34

a Universe restricted to respondents who were wage and salary workers in 1968.

b Would change jobs for less than 10 percent wage increase.

c Would change jobs for wage increase of 10 percent or more.

d Would not change jobs for any conceivable wage increase.

e Total also includes those undecided in 1968 about job mobility.

differences in actual mobilities that exist between adjacent categories of mobility propensity are very small. The absence of a stronger positive association between 1968 attachment and 1968-69 movement, along with the fact that a sizeable proportion of the "immobile" (25 percent of the whites and 21 percent of the blacks) moved,no doubt reflects such factors as (a) involuntary moves, and (b) nonwage elements of decisions to move voluntarily.

Comparison of marital status, 1968-1969 It was anticipated that interfirm mobility would be related to changes in marital status. A woman's marriage, for example, may bring about a geographic move and an accompanying employer switch, or it may prompt a change from full-time to part-time work, a shift which may result in an employer change. Thus, we expected that women who were married in both years would be less mobile than would either those who underwent some change in marital status during the period or those who remained nonmarried.[7] By and large, our expectations were met. Among black young women, 40 percent of those whose marital status changed reported working for a different employer in 1969 than in 1968, as compared to 36 percent of those who remained nonmarried and 24 percent of those who were married in both years (Table 2.10). Similarly, white women who were married in both 1968 and 1969 were substantially less mobile than were those reporting a change in marital status (28 versus 46 percent), although they were no less mobile than were the young whites who were nonmarried at the time of both surveys.

Comparison of residence, 1968-1969 As expected, job changers were overwhelmingly more likely to have changed their place of residence between the surveys than were those who remained with the same employer (Table 2.11). Twenty-six percent of the whites who made interfirm moves had also made geographic moves, while only 2 percent of those who remained with the same employer were living in a county (or SMSA) in 1969 different from that in which they had resided in 1968. The corresponding figures for the blacks are 21 percent and 1 percent.

Consequences of Interfirm Movement

Changes in rate of pay, 1968-1969 In interpreting the relationship between interfirm movement and changes in rate of pay between 1968 and

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[7] The term "married" refers to respondents who are married, spouse present. "Nonmarried" refers to those who have never been married or who are widowed, divorced, separated, or married, spouse absent.

Table 2.10 Proportion Making Interfirm Change, 1968 to 1969, by Comparison of Marital Status, 1968-1969, and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969

Comparison of marital status, 1968-1969[a]	Total number (thousands)	Percent interfirm changers
	WHITES	
Married, both years	1,071	28
Nonmarried, both years	1,359	28
Marital status change, 1968-1969	450	46
Total or average	2,879	31
	BLACKS	
Married, both years	108	24
Nonmarried, both years	200	36
Marital status change, 1968-1969	65	40
Total or average	372	34

a For definition of marital status, see text footnote 7, p. 35.

Table 2.11 Migration Rates, 1968-1969, by Interfirm Mobility, 1968 to 1969 and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969

Interfirm mobility, 1968-1969	WHITES		BLACKS	
	Total number (thousands)	Migration rate	Total number (thousands)	Migration rate
Same employer	1,996	2	246	1
Different employer	884	26	124	21
Total or average	2,879	10	372	8

1969, it must again be kept in mind that the interfirm changes under consideration include involuntary as well as voluntary shifts. It is reasonable to expect a greater proportion of those respondents who changed jobs involuntarily than of those who remained with the same employer to suffer a decrease in hourly wages. As for the voluntary movers, some were no doubt motivated by a higher rate of pay, whereas there must have been others who changed for nonpecuniary reasons. Among the former, a positive association between employer mobility and changes in rates of pay should be expected, but we have no reason to anticipate a consistent relationship of any type between job shifts and pay changes among the latter.

Table 2.12 reveals that white young women who made employer changes between 1968 and 1969 received greater relative increases in hourly pay rates than did those who made no moves (a 20 percent increase versus a 14 percent increase). This is also true for the blacks, although the differential is very slight. Interesting intercolor differences appear when we examine the relationship between change in rate of pay and educational attainment. Within the group of whites, the relationship between education and relative wage increases is positive for both job changers and nonchangers. In terms of the magnitude of relative increases, changers, however, hold an 8 percent edge over nonchangers at both levels of educational attainment for which the number of sample cases permits examination. The pattern among blacks differs noticeably from this. Movers again fared better than nonmovers, but the advantage accruing to movers vis-a-vis that going to nonmovers is substantially greater for those who have not completed high school than for those with high school diplomas.

Table 2.12 Selected Measures of Change in Rate of Pay between 1968 and 1969 Surveys, by Interfirm Mobility, 1968-1969, Highest Year of School Completed, and Color: Respondents 18 to 25 Years of Age, Out of School and Employed as Wage and Salary Workers in 1968 and 1969

Interfirm mobility, and highest year of school completed	Total number (thousands)	Mean hourly rate of pay in 1968	Mean hourly rate of pay in 1969	Absolute change 1968-1969	Percentage change 1968-1969
	WHITES				
Same employer					
Less than 12 years	178	$1.71	$1.89	+$.18	+10%
12 years	1,283	2.05	2.31	+ .26	+13
More than 12 years	488	2.52	2.91	+ .39	+15
Total or average	1,949	2.13	2.42	+ .29	+14
Different employer					
Less than 12 years	79	a	a	a	a
12 years	502	1.76	2.13	+ .37	+21
More than 12 years	257	2.14	2.64	+ .50	+23
Total or average	838	1.86	2.24	+ .38	+20
	BLACKS				
Same employer					
Less than 12 years	56	$1.36	$1.46	+$.10	+ 7%
12 years	142	1.94	2.15	+ .21	+11
More than 12 years	48	2.27	2.51	+ .24	+11
Total or average	246	1.90	2.08	+ .18	+ 9
Different employer					
Less than 12 years	46	1.27	1.51	+ .24	+19
12 years	51	1.37	1.60	+ .23	+17
More than 12 years	26	a	a	a	a
Total or average	122	1.56	1.73	+ .17	+11

a Data not shown where base represents fewer than 25 sample cases.

Change in job satisfaction, 1968-1969 An important psychological dimension of interfirm movement is its association with changes in the levels of job satisfaction. It would seem reasonable to hypothesize a positive association between interfirm movement and increased job satisfaction, although our inability to separate the voluntary from the involuntary changers precludes confident interpretations of the association which we discuss below.

Nevertheless, there is some evidence that moves made by the young women over the period led to greater job satisfaction and that movers fared better in terms of increased job satisfaction than did those who did not move. This seems consistent with the finding that interfirm movement and increases in wage rates were positively related. Among whites, the proportions of both changers and nonchangers expressing an increase in job satisfaction are greater than those expressing a decrease (Table 2.13). Job changers, however, are more than twice as likely as nonchangers to have reported increased satisfaction (70 percent versus 32 percent). Among whites who switched firms, the percent for whom there was no change in job attitude and that for whom job satisfaction declined are almost identical: 15 and 14 percent, respectively. As would be expected, the majority (59 percent) of those who remained with the same firm said they liked their jobs the same in 1969 as in 1968. Almost one-third of the immobile whites expressed an increase in job satisfaction, while less than one-tenth reported a decrease. The overall pattern is essentially the same for the blacks. One difference is that relatively fewer blacks--movers or nonmovers--revised their job attitudes in either direction. Another difference is that white young women who changed jobs were somewhat more likely than were black interfirm changers to have said that they were less satisfied with their jobs in 1969 than they had been in 1968.

III GEOGRAPHIC MOVEMENT, 1968-1969

Correlates of Migration

1968 occupation Young women not enrolled in school evidence a considerable amount of geographic movement over the course of a 12-month period.[8] Thirteen percent of the white women who had been

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[8] It must be noted, however, that the rates to which we refer doubtless understate the rate of geographic movement among the national civilian noninstitutionalized population of women of that age group because of the attrition from the sample between the two surveys and because of the greater likelihood of migration among those who dropped out of the sample.

Table 2.13 Change in Attitude toward Job, 1968 to 1969, by Interfirm Mobility, 1968-1969, and Color: Respondents 18 to 25 Years of Age, Out of School and Employed in 1968 and 1969

(Percentage distribution)

Change in attitude toward job, 1968-1969	Interfirm change, 1968-1969	No interfirm change, 1968-1969
	WHITES	
Likes 1969 job better	70	32
Likes 1969 job same	15	59
Likes 1969 job less	14	9
Total percent	100	100
Total number (thousands)	884	1,996
	BLACKS	
Likes 1969 job better	67	20
Likes 1969 job same	24	71
Likes 1969 job less	9	10
Total percent	100	100
Total number (thousands)	124	246

employed at any job at the time of the 1968 survey had made geographic moves by the time of the 1969 survey (Table 2.14). This is somewhat greater than the 9 percent mobility rates for the comparable group of black young women. The intercolor variation is in this direction for all occupational categories, but is particularly strong in the case of nondomestic service workers, where 23 percent of the white young women as compared to 7 percent of the black changed their places of residence. Whereas mobility rates among blacks vary only slightly by 1968 occupation, among whites those in nondomestic services were clearly most mobile, followed by those in professional, technical, and managerial and those in blue-collar occupations. Clerical and sales workers were least mobile.

Education Rate of migration bears a generally positive relationship with years of school completed, both among whites and among blacks (Table 2.15). Among whites, those with some college experience have the highest rates of migration. Geographic movement does not differ perceptibly between white women with less than 12 and those with exactly 12 years of education, while black high school graduates have a somewhat higher rate of movement than do nongraduates.

Change in marital status It is clear that in the case of both whites and blacks, geographic mobility is related to change in marital status. Young women who were either married both years or nonmarried both years were much less mobile than were those who changed from one of these statuses to the other during the period (Table 2.16). Whites whose marital status changed were more than three times as mobile as were whites in either of the groups for which marital status remained constant. A similar pattern prevailed for blacks. Looking just at those whose marital status changed, the migration rate for whites exceeded that for blacks by one-third (32 versus 24 percent). Within each color group, movement from one area to another occurred with approximately the same frequency for the two subsets whose marital status remained unchanged, with only minimal intercolor variation in rate levels.

Prospective interfirm and geographic mobility, 1968 A hypothetical question relating to a job offer outside the local labor market area that was asked in the 1968 interview performed as expected for whites, but no clear relationship obtained for blacks. Young nonmarried women who were out of school and employed as wage and salary workers in 1968 were asked whether they would accept a job offer which required no occupational change but which necessitated a geographic move. Among whites, the relationship between prospective geographic mobility and actual mobility is positive and monotonic (Table 2.17). The mobility rate for those whose responses classified them as "highly mobile" is one-and-one-half times as great as that for the "moderately mobile" and nearly twice that of the "immobile."

Table 2.14 Migration Rate, 1968 to 1969, by 1968 Occupation and Color: Respondents 18 to 25 Years of Age, Employed in 1968, and Out of School in 1968 and 1969

1968 occupation	Total number (thousands)	Migration rate[b] (percent)
	WHITES	
White collar	2,604	12
Professional, technical, managerial	674	18
Clerical, sales	1,929	9
Blue collar	583	13
Domestic service	68	a
Nondomestic service	489	23
Total or average	3,789	13
	BLACKS	
White collar	205	9
Professional, technical, managerial	37	a
Clerical, sales	169	7
Blue collar	121	9
Domestic service	75	10
Nondomestic service	109	7
Total or average	519	9

[a] Percentages not shown where base represents fewer than 25 sample cases.

[b] Migration rate is the proportion of respondents whose place of residence in 1969 is in a different county (or SMSA) than in 1968.

Table 2.15 Migration Rate, 1968 to 1969, by Highest Year of School Completed and Color: Respondents 18 to 25 Years of Age and Out of School in 1968 and 1969

Highest year of school completed	Total number (thousands)	Migration rate[b]
	WHITES	
Less than 12 years	1,651	12
12 years	4,005	11
13-15 years	816	17
16 or more years	459	24
Total or average	6,932	13
	BLACKS	
Less than 12 years	441	8
12 years	472	11
13-15 years	90	20
16 or more years	20	a
Total cr average	1,024	11

[a] Percentages not shown where base represents fewer than 25 sample cases.

[b] Migration rate is the proportion of respondents whose place of residence in 1969 is in a different county (or SMSA) than in 1968.

Table 2.16 Migration Rate, 1968 to 1969, by Comparison of Marital Status, 1968-1969, and Color: Respondents 18 to 25 Years of Age, and Out of School in 1968 and 1969

Comparison of marital status,[a] 1968-1969	Total number (thousands)	Migration rate[b] (percent)
	WHITES	
Married, both years	3,894	10
Nonmarried, both years	2,050	9
Marital status change, 1968-1969	988	32
Total or average	6,932	13
	BLACKS	
Married, both years	384	8
Nonmarried, both years	496	10
Marital status change, 1968-1969	143	24
Total or average	1,024	11

[a] For definition of marital status, see text footnote 7, p. 35.

[b] Migration rate is the proportion of respondents whose place of residence in 1969 is in a different county (or SMSA) than in 1968.

Table 2.17 Migration Rate, 1968 to 1969, by Prospective Geographic Mobility, 1968, and Color: Nonmarried Respondents 18 to 25 Years of Age Employed as Wage and Salary Workers in 1968, and Out of School in 1968 and 1969

Prospective geographic mobility, 1968	Total number (thousands)	Migration rate[b]
	WHITES	
Highly mobile[c]	222	22
Moderately mobile[d]	628	14
Immobile[e]	824	12
Total or average[f]	2,063	15
	BLACKS	
Highly mobile[c]	25	a
Moderately mobile[d]	108	8
Immobile[e]	123	6
Total or average[f]	323	8

a Percentages not shown where base represents fewer than 25 sample cases.

b Migration rate is the proportion of respondents whose place of residence in 1969 is in a different county (or SMSA) than in 1968.

c Would accept job in different area for less than 10 percent wage increase.

d Would accept job in different area for wage increase of 10 percent or more.

e Would not accept job in different area for any conceivable wage increase.

f Total also includes those undecided in 1968 about geographic mobility.

Consequences of Migration

Changes in labor force and employment status and in rate of pay Young women who were out of school in 1968 and 1969 and who changed their areas of residence between the survey dates are more likely to have undergone a change in their labor force status than are those who made no interarea moves (Table 2.18). For whites and blacks alike, more nonmigrants than migrants were either in the labor force both years or out of the labor force both years. It is somewhat difficult to assess the effects of moving on labor force and employment status. Movers more frequently left the labor force than did nonmovers, but at the same time they are more likely than nonmovers to have entered the labor force. Among whites, withdrawal is more prevalent than entry, and the migrant-nonmigrant differential is greater in the case of exit. On the other hand, the opposite associations obtain in the case of blacks.

Among white young women who were out of school and employed as wage and salary workers in both 1968 and 1969, the mean increase in hourly rate of pay for those who made geographic moves is $.12, whereas the mean change for those who did not move was $.34 per hour (table not shown). Strictly in terms of hourly rates of pay, then, geographic movement seems to have been dysfunctional for those white respondents. (There are too few sample cases of black migrants to permit analysis.)

Change in job satisfaction, 1968-1969 Among whites,[9] it is clear that geographic movement is directly related to changing one's attitude toward one's job. The proportion of movers who reported that they felt the same about their jobs in 1969 as they had in 1968 is only one-half that for the nonmovers (Table 2.19). One cannot make the generalization that geographic movement was functional in terms of job satisfaction, however, for while migrants are somewhat (51 versus 43 percent) more likely than nonmigrants to have said that they liked their 1969 jobs more than their 1968 jobs, they are also nearly three times as likely to report a decrease in job satisfaction.

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[9] There are too few sample cases of black migrants to permit confident analysis.

Table 2.18 Change in Labor Force and Employment Status, 1968 to 1969, by Geographic Migration 1968-1969 and Color: Respondents 18 to 25 Years of Age, and Out of School in 1968 and 1969

(Percentage distribution)

Change in labor force and employment status, 1968-1969	Migrants[a]	Nonmigrants
	WHITES	
In labor force both years	39	49
In 1968, out 1969	25	11
Out 1968, in 1969	18	10
Out of labor force both years	19	30
Total percent	100	100
Total number (thousands)	876	5,998
	BLACKS	
In labor force both years	36	50
In 1968, out 1969	18	12
Out 1968, in 1969	28	11
Out of labor force both years	17	26
Total percent	100	100
Total number (thousands)	111	898

[a] Migrants are those respondents whose place of residence in 1969 is in a different county (or SMSA) than in 1968.

Table 2.19 Change in Attitude toward Job, 1968 to 1969, by Geographic Migration 1968-1969 and Color: Respondents 18 to 25 Years of Age, Out of School and Employed 1968 and 1969

(Percentage distribution)

Change in attitude toward job, 1968-1969	Migrants[b]	Nonmigrants
	WHITES	
Likes 1969 job more	51	43
Likes 1969 job same	24	48
Likes 1969 job less	25	9
Total percent	100	100
Total number (thousands)	268	2,576
	BLACKS	
Likes 1969 job more	a	34
Likes 1969 job same		57
Likes 1969 job less		9
Total percent		100
Total number (thousands)	30	342

a Percentages not shown where base represents fewer than 25 sample cases.

b Migrants are those respondents whose place of residence in 1969 is in a different county (or SMSA) than in 1968.

CHAPTER THREE*

KNOWLEDGE OF THE WORLD OF WORK

Inasmuch as individuals are relatively free to choose among occupations and employers, it is desirable that their stock of occupational information be such that they are aware of the range of alternatives for which they might qualify so that their choices may be reasonably well informed. This is important both from the standpoint of efficient resource utilization and of the welfare of the individual.

The precise nature and extent of labor market information that is desirable depends, in part, upon the stage of the life cycle. In the case of young women in school it is particularly important that they be aware of the characteristics of the full range of occupations potentially available to them. Only on the basis of such information can rational decisions concerning occupational preparation be made. For those out of school, on the other hand, while such information is not entirely irrelevant, it is somewhat less important, since the range of occupations effectively open is restricted more narrowly as a result both of educational decisions made in the past and of previous work experience. Marriage and child-bearing, of course, serve to increase the number and stringency of such restrictions.

It seems reasonable to hypothesize that a young woman's experiences in the labor market will, to some degree, be associated with the extent of her labor market information. Similarly, her knowledge of the world of work may logically be expected to be related to certain demographic characteristics, to her socioeconomic background, and to her educational experiences. Specifically, we would anticipate labor market information to be positively associated with age and education. Further, a direct relationship would be expected between labor market information and parental education, family income, exposure to reading material in the home, and having lived in an urban community while growing up. Mental ability should also be positively correlated with scores on an occupational information test.

In terms of labor market success, our expectation would be that a respondent's knowledge of the world of work would be directly associated with her being employed, with her position in the occupational hierarchy, and with her hourly rate of pay.[1]

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* This chapter was written by Roger D. Roderick and Joseph M. Davis.

I THE OCCUPATIONAL INFORMATION TEST

Our measure of "knowledge of the world of work" is a rather restricted one, consisting of but a single set of questions involving occupational identification. Respondents were asked to select the one of three statements that best describes the duties of each of ten occupations--assembler, keypunch operator, bank teller, department store buyer, dietician, statistical clerk, nurse's aide, social worker, medical illustrator, and quality control girl in a bakery. Each of the occupational identification questions was assigned one point, so that scores on the test could range from 0 to 10. On the basis of their scores on this test, respondents were classified into quintiles, with the top two quintiles considered to be "high" scores, the middle quintile to be "medium," and the lower two to be "low."[2]

It is clear that our measure taps only one dimension of "labor market information." Although the number of occupations used is exceedingly small, a relatively wide range of the total occupational hierarchy is represented. Moreover, the test includes no index of the respondents' knowledge of the typical educational attainment of incumbents of the ten occupations in question, nor does it provide any indication of the respondents' familiarity with earnings associated with the occupations. Further, no measure of their awareness of employment opportunities is elicited by the test.[3] Finally, the time constraints on the interview and the fact that the questions had to be applicable to a national sample of young women ranging in age from 15-25 and representing all socioeconomic levels imposed substantial limits upon what was feasible. Nevertheless, our preliminary results, described below, and those for a more detailed test administered to a parallel group of young men in 1966,[4] provide some basis for optimism that this test not only has predictive value, but actually measures--however crudely--extent of labor market information.

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[1] In these cases, the direction of causality is likely to shift as length of time in the labor market increases, i.e., knowledge is more likely to be the cause of early labor market experience, whereas continued tenure in the labor market doubtless increases scores on the occupational information test.

[2] These divisions were based upon the scores of all respondents.

[3] For a portion of the young women in the sample, an alternative measure of such information exists. In the first (1968) survey, employed respondents were asked what they would do if they lost the jobs they currently held. Those who indicated that they would look for work were asked, "Are there any particular companies in this area where you would apply?" Those who offered a positive response to the latter were then asked, "Why do you mention these particular companies?" Respondents able to mention alternative employers in the area may be presumed to have better labor market information than those who cannot.

II DETERMINANTS OF OCCUPATIONAL INFORMATION SCORES

Age, Education, and Color

Occupational information bears a strong relationship to education (Table 3.1). Among whites enrolled in school, there is a clear positive monotonic relationship between highest year of school completed and test scores. Moreover, the pattern for those not enrolled in school by and large duplicates that for the enrolled, and in neither case are the associations noticeably affected by the age control. Furthermore, these conditions generally hold for blacks as well. This is particularly interesting in view of the strong influence of age on the extent of occupational information in the case of the boys.[5]

Finally, the size of the intercolor differences is substantial. On average, whites are two to three times as likely as blacks to have high scores and less than one-half as likely to have low scores. While this is clearly affected by intercolor differences in educational attainment, the black-white test score differentials are only somewhat reduced when education is controlled. Finally, age does not explain any additional part of the large differences between the races.

In the two sections immediately following, the association between formative influences experienced as a teenager and test scores and that between school-related experiences and test scores is explored. The analysis is confined to respondents 15 to 18 years of age who were enrolled in school in 1969. The homogeneity of the group generated by these restrictions minimizes the difficulty encountered when working with explanatory variables that are highly correlated with educational attainment. For example, if the universe were more diverse as to age, enrollment status, and educational attainment, a relationship between an explanatory variable and labor market information might simply

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[4] Parnes et al., Career Thresholds, 1:119-38.

[5] Ibid., p. 122-24.

Table 3.1 Proportions of Respondents with High and Low Scores on Occupational Information Test, by Age, School Enrollment Status, Highest Year of School Completed, and Color: Respondents 15 to 25 Years of Age

Age and occupational information score	Enrolled						Not enrolled					
	8 or less	9-11	12	13-15	16 or more	Total or average	8 or less	9-11	12	13-15	16 or more	Total or average
	WHITES											
15-17												
Total number (thousands)	221	4,132	32	4	0	4,389	81	148	4	0	0	233
Percent low	90	49	a	a	-	51	a	68	a	-	-	77
Percent high	5	28	a	a	-	26	a	12	a	-	-	8
18-20												
Total number (thousands)	0	244	621	827	0	1,693	179	450	1,736	161	5	2,531
Percent low	-	50	23	18	-	25	85	65	26	12	a	36
Percent high	-	37	54	57	-	53	5	15	45	71	a	38
21-25												
Total number (thousands)	5	10	50	430	190	685	244	876	2,915	886	693	5,614
Percent low	a	a	a	12	3	11	76	47	23	11	7	25
Percent high	a	a	a	56	83	60	6	33	52	67	81	53
Total, 15-25												
Total number (thousands)	226	4,386	704	1,262	190	6,768	504	1,475	4,655	1,048	697	8,379
Percent low	88	49	23	16	3	40	82	55	24	11	7	30
Percent high	5	28	50	56	83	36	5	25	50	67	80	47
	BLACKS											
15-17												
Total number (thousands)	95	468	3	0	0	563	40	71	5	0	0	116
Percent low	98	80	a	-	-	82	96	70	a	-	-	80
Percent high	0	10	a	-	-	9	0	11	a	-	-	7
18-20												
Total number (thousands)	3	80	63	47	0	194	52	122	247	18	0	439
Percent low	a	88	70	48	-	72	98	79	59	a	-	69
Percent high	a	5	18	25	-	14	2	15	22	a	-	18
21-25												
Total number (thousands)	0	6	8	29	10	55	98	201	346	98	27	769
Percent low	-	a	a	a	a	61	95	82	61	33	a	67
Percent high	-	a	a	a	a	22	5	7	22	50	a	20
Total, 15-25												
Total number (thousands)	96	554	74	76	10	810	190	394	598	116	27	1,328
Percent low	97	81	64	49	a	77	96	79	60	36	a	69
Percent high	0	9	22	31	a	12	3	10	22	48	a	18

a Percentages not shown where base represents fewer than 25 sample cases.

reflect the strong association that has been seen to exist between educational attainment and extent of occupational information. This problem, of course, is not completely eliminated by the universe restrictions here imposed, but it is very substantially reduced.

Cultural Influences

A teenage girl's knowledge of the world of work is doubtless affected by a variety of formative influences (Table 3.2). To begin with, certain differences are to be seen between those from nonurban and those from urban areas. Among black young women, those from urban communities are three times as likely as are those from nonurban communities to have achieved high scores on the occupational identification test. A similar, but much smaller difference is evident for whites. These relationships are as anticipated. Having grown up in an urban environment should be expected to afford an exposure to a wider range of occupations than having grown up in a nonurban area. Similarly, urban-nonurban differences should be expected to be greater among blacks than among whites.

The level of parental education is another influence which might be expected to be directly related to the extent of a young girl's occupational information. For both blacks and whites there is a positive--though not monotonic--association between high test scores and mother's educational attainment. Also for both color groups, those whose mothers did not complete high school are substantially more likely to have scored low on the test than are those whose mothers completed exactly 12 years of school. Furthermore, among whites the latter are more likely to be low scorers than are daughters of mothers who continued their education beyond high school. Once again, the black-white distinction is as expected, for the variation in maternal influence upon "career versus homemaker" orientations is almost certain to be different among blacks than among whites.

The extent to which the young teenager has access to reading material in her home shows up as strongly related to how much she knows about the world of work. White young women whose families had library cards and regularly got newspapers and magazines have substantially better knowledge about the world of work than do those whose families lacked one or more of these. One-third of those having had all three forms of literary exposure scored high on the occupational information test, as contrasted with one-fifth of those lacking one form of exposure and just one-eighth of those lacking two or more forms. The pattern is basically the same among blacks, although somewhat less regular. That is, those who came from families where all three forms of literary exposure were present are unmistakably more likely than are those from homes where two or more forms were absent to have scored high (16 versus 7 percent). However, the black young women who had lived in households where only one form of exposure was missing are the least likely of all to have scored high (3 percent).

Table 3.2 Proportions with High and Low Scores on Occupational Information Test, by Selected Socioeconomic Background Characteristics and Color: Respondents 15 to 18 Years of Age and Enrolled in School, 1969

Socioeconomic background characteristic	Total number (thousands)	Percent with high scores	Percent with low scores
	WHITES		
Total or average	4,535	27	50
Residence at age 14			
Nonurban	2,544	26	53
Urban	1,986	29	47
Mothers education[b]			
Less than 12 years	1,350	21	60
12 years	1,985	33	44
More than 12 years	901	34	38
Exposure to reading material at age 14			
All three forms	3,071	32	45
Lacked 1 form	1,051	21	57
Lacked 2 or 3 forms	397	13	73
	BLACKS		
Total or average	598	9	82
Residence at age 14			
Nonurban	251	4	88
Urban	347	12	78
Mothers education[b]			
Less than 12 years	337	8	85
12 years	113	9	77
More than 12 years	22	a	a
Exposure to reading material at age 14			
All three forms	153	16	69
Lacked 1 form	158	3	85
Lacked 2 or 3 forms	282	7	88

a Percentages not shown where base represents fewer than 25 sample cases.

b Excludes respondents whose mothers were deceased at time of interview.

While the intercolor variation in test scores is considerably reduced when exposure to reading material is controlled, it is noteworthy that, even within each category, blacks rank considerably lower on knowledge of the world of work than do whites. For example, whites are twice as likely as blacks to have attained high scores, both among those whose homes provided the highest (32 versus 16 percent) and among those whose homes provided the lowest (13 versus 7 percent) levels of exposure to reading material.

School-Related Influences

Several aspects of a young girl's school-related experiences are associated with her knowledge of the world of work (Table 3.3). Inasmuch as some of the cultural influences referred to above and some of the school-related influences described below are doubtless intercorrelated, we cannot claim that the latter are independent influences.

Among whites, the relationship between high test scores and mental ability is positive and monotonic. Only 11 percent of those in the lower three IQ stanines achieved high scores on the occupational information test, as compared to 45 percent of those in the upper three stanines. Among blacks, the same sort of relationships generally prevail, although the number of sample cases for stanines six through nine is insufficient to permit confident analysis. While the patterns are consistent across color groups, there are, as in the case of the literary exposure variable, distinct intercolor differences within each stanine category for which the number of sample cases allow comparison. Whereas blacks are much more heavily concentrated in the lower stanine categories, it is nevertheless true that in no category are the blacks more than two-thirds as likely as the whites to have scored high on the test; likewise, in every category the blacks are substantially more likely to have scored low. At this point it should be noted that of all the school-related variables, IQ exhibits the strongest relationship with occupational information scores.

The proportion of college preparatory curriculum enrollees who attained high scores on the knowledge of the world of work test exceeds that for young women from the vocational-commerical programs, which in turn is greater than that for those in the general curriculum track. These relationships exist for both whites and blacks.

III THE LABOR MARKET CONSEQUENCES OF OCCUPATIONAL INFORMATION

The data below offer some support for our expectations that labor market information exerts an influence upon a young woman's achievements in the labor market. The universe under consideration in

Table 3.3 Proportions with High and with Low Scores on Occupational Information Test, by Selected School-Related Characteristics and Color: Respondents 15 to 18 Years of Age and Enrolled in School 1969

School-related characteristic	Total number (thousands)	Percent with high scores	Percent with low scores
	WHITES		
Total or average	4,535	27	50
IQ, by stanine[b]			
1-3	179	11	79
4	347	20	54
5	700	32	46
6	719	42	34
7-9	1,068	45	25
High school curriculum			
College preparatory	1,608	38	38
Vocational-commercial	648	30	44
General	1,915	21	58
	BLACKS		
Total or average	598	9	82
IQ, by stanine[b]			
1-3	106	4	94
4	56	13	81
5	45	20	64
6	18	a	a
7-9	17	a	a
High school curriculum			
College preparatory	110	16	67
Vocational-commercial	95	13	77
General	304	5	87

[a] Percentages not shown where base represents fewer than 25 sample cases.

[b] Limited to those enrolled in high school in both 1968 and 1969.

this section differs from that examined thus far in that, for purposes of homogeneity, it is restricted to 18-to-25-year-olds who have completed exactly 12 years of education and who were not enrolled in regular school at the time of the 1969 survey.

Labor Force and Employment Experience, 1969

Among young women with 12 years of education, those who scored high on the occupational information test are somewhat more likely to have been employed at the time of the 1969 survey than are those whose scores were low (Table 3.4). Conversely, high scorers were less frequently out of the labor force than were low scorers. Unemployment was about equally prevalent within the two groups. These relationships hold for both whites and blacks, but are slightly more pronounced in the case of the blacks. For neither whites nor blacks, however, are these associations particularly strong.

Occupation, 1969

Respondents whose knowledge of the world of work is high, as measured by our occupational information test, were more often found in white-collar occupations than were those exhibiting the lowest amounts of labor market information (Table 3.4). This is clearly the case for both color groups, but is particularly true for the blacks. Low scores, on the other hand, were more heavily concentrated in both blue-collar and the nondomestic services than were high scorers. This also is true for blacks and whites alike, with virtually no intercolor variation in the magnitude of the differential. Occupancy of domestic service positions appears not to have been affected by knowledge of the world of work.

Hourly Rate of Pay, 1969

The hourly rates of pay for young women are clearly related to the extent of their occupational information (Table 3.4). Among whites, lower proportions of those who scored high on their tests fall within the two lower wage categories than do those who scored low. Consistently, the high scorers are more likely to be in the higher wage groupings than are the low scorers. The same pattern prevails among the blacks.

It appears, then, that this index of knowledge of the world of work helps explain a young woman's accommodation to the labor market. The strong correlation between scores on the occupational information test and our measure of mental ability, however, warns us that the association between the former and labor market success, as described above, may largely reflect the fact that occupational information and intelligence are highly intercorrelated. We intend to examine this further when subsequent waves of data are in hand.

Table 3.4 Proportions with High and Low Scores on Occupational Information Test, by Selected Labor Market Characteristics and Color: Respondents with Exactly 12 Years of Education Who Were 18 to 25 Years of Age and Out of School in 1969

(Percentage distribution)

Labor market characteristic	WHITES		BLACKS	
	Percent with high scores	Percent with low scores	Percent with high scores	Percent with low scores
Labor force and employment status, 1969				
Employed	61	54	69	58
Unemployed	4	5	7	8
Out of the labor force	35	40	24	33
Total percent	100	100	100	100
Total number (thousands)	2,307	1,133	128	360
Occupation, 1969[a]				
White collar	74	60	56	37
Blue collar	10	17	25	33
Domestic service	2	2	6	6
Nondomestic service	14	21	13	23
Total percent	100	100	100	100
Total number (thousands)[b]	2,307	1,133	128	360
Hourly rate of pay, 1969[c]				
Less than $1.50	14	20	10	22
$1.50-1.99	35	45	34	49
$2.00-2.49	30	26	34	21
$2.50 or more	21	9	22	8
Total percent	100	100	100	100
Total number (thousands)	1,923	930	122	310

[a] "Occupation" refers to current or last occupation.

[b] Total also includes respondents in farm occupations not shown separately.

[c] Includes only those employed as wage and salary workers.

CHAPTER FOUR*

SUMMARY

Of the 5,159 respondents originally interviewed in 1968, 96 out of 100 were reinterviewed in 1969 (p. 2). With the 1969 data in hand, we are able to examine longitudinal changes in the personal, educational, and labor market experiences of the young women in the sample. Even over a single year (from February 1968 to February 1969), considerable change occurred in labor market status. Data from the second wave of interviews also afford the initial opportunity to look at the correlates of the extent of knowledge of the world of work.

In the paragraphs below we highlight some of the empirical relationships described in earlier chapters and also take the opportunity to compare the behavior of young women and young men over a one-year period. While both groups were 14 to 24 years of age when initially interviewed, first interviews took place at different times: October 1966 in the case of the men and February 1968 for the women. The fact that economic and social conditions changed to some extent between these two dates doubtless affects some of the comparisons.

I CHANGES IN EDUCATIONAL EXPERIENCES AND EDUCATIONAL ASPIRATIONS

Of the young women enrolled at the time of the 1968 survey, 88 percent of the whites and 76 percent of the blacks were still in school in 1969 (p. 4). Furthermore, among both color groups, 4 percent of those not enrolled in the initial year had returned to school by the time of the second interview. As expected, blacks were more likely than whites to leave school before completing the twelfth grade: between 1968 and 1969, 4 percent of the young white girls and 11 percent of the black dropped out prior to graduation (p. 4). The percentage for whites is approximately the same as that which prevailed among white males in the same age category between 1966 and 1967. However, the dropout rate for the black girls at the high school level exceeds that of their male counterparts.[1]

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* This chapter was written by Roger D. Roderick.

[1] Zeller et al., Career Thresholds, 2:3.

For the most part, the correlates of premature withdrawal from high school are those that would be expected. For example, respondents whose fathers had little education are more likely to have left high school with no diploma than are those with better-educated fathers (p. 6). Respondents who went to high school in the South more frequently failed to graduate than did those who attended high school elsewhere. Those with high educational aspirations were less likely than were those with lower aspirations to drop out of high school.

Turning to movement from high school to college, young white women who were in the twelfth grade in 1969 were twice as likely as their black counterparts to have gone on to college by the time of the 1969 survey (p. 6). For each color group, the fraction continuing its education was 12 percentage points below that for young men of the same race.[2] The factors associated with the likelihood of entering college are, by and large, merely the inverse of those associated with premature departure from high school. For whites, entry to college is positively related to paternal education, and for both blacks and whites to having come from an urban background and to educational aspirations as stated in 1968 (p. 6).

Respondents who were enrolled in school were asked about their educational goals in both the 1968 and the 1969 interviews. Of those in high school at the time of both surveys, approximately three in ten had revised their goals (p. 9). These results are similar to those found among the young men. One in eight young women had raised their goals, while slightly more (one in six) had lowered them. As in the case of the young men, the reasons most often cited for these changes can be subsumed under the general heading "interest." In contrast to the young men, only a few of the young women reported that economic factors were responsible for the modification of their educational goals.[3]

To the extent that downward revision of educational goals represents a convergence toward reality over time, it is interesting to note that young white girls appear to make such downward revisions at earlier ages than black girls (p. 14). Overall, those whose aspirations were highest in 1968 were most likely to revise their goals downward (p. 11). Finally, downward revision tends to be more common among girls from families of low socioeconomic status as measured by family income and father's education. Also, girls whose 1968 expectations were more modest than their aspirations manifested an above-average tendency to lower their aspirations between 1968 and 1969 (p. 11).

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[2] Ibid., p. 7.

[3] Ibid., p. 64.

II CHANGES IN RATE OF PAY AND IN JOB STATUS

Examination of labor market behavior has been confined to women who were out of school on both survey dates. Overall, wage changes were more favorable for whites than blacks. The mean rate of pay for whites rose over the one-year period by 16 percent, as compared to only 9 percent for the blacks (p. 21). Among the former, the percentage increase was greatest for white-collar workers and least for blue-collar workers; among the latter, domestic service workers received the largest relative increase, while the wages of nondomestic service workers did not rise at all (p. 21). The association between educational attainment and change in mean rate of pay was generally positive for the whites and negative for the blacks (p. 23). Looking only at respondents who have completed exactly 12 years of school, those who had been enrolled in vocational or commercial programs made the greatest gains in rate of pay (in absolute as well as relative terms), while those from general curricula made the smallest.

Approximately one-third of the young women who were employed at the time of both the 1968 and the 1969 surveys made at least one interfirm move during the period, either voluntarily or involuntarily (p. 26). This represents considerably less mobility than occurred among young men of the same ages in the one-year period 1966-1967.[4] There were few, if any, surprises in our examination of the correlates of interfirm mobility. The likelihood of a change of employer between 1968 and 1969 is negatively related to length of service (p. 29), rate of pay (p. 29), degree of satisfaction (pp. 29, 32), and "attachment" to the 1968 job (pp. 32, 35). Women whose marital status changed had an above-average tendency to change jobs (p. 35). From the standpoint of occupations, domestic service workers are, of course, the most mobile (p. 27). Excluding that group, the most mobile group is the nondomestic service category, where mobility among blacks is precisely equal to that among whites. Within all other occupational categories, blacks are more likely than whites to change their jobs.

Judging from patterns of wage increments between the two survey dates, changing jobs seems to have been functional for this group of young women. On average, respondents who changed employers enjoyed larger increases in hourly earnings, the difference being particularly noticeable among whites (pp. 35, 37). Job changes also appear to have been functional in terms of attitudinal change. Change of employer is associated with increased job satisfaction for both blacks and whites (p. 39). This relationship is consistent with that found over the one-year period 1966-1967 for white young men, but not for the black young men.[5]

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[4] Zeller et al., Career Thresholds, 2:28.

Thirteen percent of the white and 11 percent of the black respondents not enrolled in school in either survey year changed their place of residence between 1968 and 1969 (pp. 39, 41). This is a rate of geographic mobility as great as or greater than that found among young men of the same ages in 1966-1967. When the universe is further constrained to include only young women who were employed in both years, the migration rate is somewhat lower, at least in the case of blacks. Generally, geographic movement is positively related to educational attainment and to having experienced a change in marital status (p. 41). In each of those respects, the relationship is consistent with that for white male youth but not with that for young black men.[6] Among the latter, those whose marital status changed from never-married to married were least likely to have moved and those with less than 12 years of education had higher mobility rates than those in any other educational category. Not unexpectedly, geographic movement is high among the white young women whose propensity to make a geographic move was characterized as "high" in 1968 (p. 41).

The consequences of geographic movement are not clear at this juncture. Nonmigrants are more likely than migrants to have been in the labor force in both 1968 and 1969 (p. 46). Migrants are more likely to have moved out of the labor force; they are also more likely to have moved into it. Among whites, the departure effect is stronger than the entrance effect, whereas among blacks the opposite is true. This suggests that at least some of the geographic movement among blacks is in response to job opportunities elsewhere. In terms of psychological returns, whites who made a geographical move are somewhat more likely than nonmovers to report increased job satisfaction, but they are also substantially more likely to evidence decreased satisfaction (p. 46).

III KNOWLEDGE OF THE WORLD OF WORK

As measured by our simple occupational information test, white young women have substantially more labor market knowledge than black young women (p. 51). While test scores show a strong positive relationship to educational attainment and to scores on mental ability tests, the intercolor variation in occupational information persists even when the latter two variables are controlled (pp. 51, 53). Among young women enrolled in high school in both 1968 and 1969, those in the college preparatory track most frequently had high occupational information scores, while those in general curricula were least likely to have high scores (p. 55). Girls from urban communities attained high scores more often than did those from nonurban areas, although the relationship is more pronounced among blacks than among whites (p. 53). Access to reading materials in the parental home is strongly related to knowledge of the world of work, although the pattern is decidedly clearer for whites than for blacks (p. 53). Consistently, for both color groups, low test scores are disproportionately frequent among respondents whose mothers had little education (p. 53). All of these relationships are substantially similar to those previously found for young men of the same age.[7]

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[5] Ibid., pp. 33-35.

[6] Ibid., p. 47 ff.

There is some evidence that occupational information may have provided a positive payoff in terms of labor market success, although we have not thus far been able to control statistically for several variables which may be intercorrelated both with occupational information and labor market success. Among girls with exactly 12 years of education, those with high test scores have higher rates of pay, less unemployment, and a greater likelihood of being in white collar jobs than do girls with more limited occupational information (p. 57).

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[7] Parnes et al., Career Thresholds, 1:119-38.

APPENDIXES

APPENDIX A

GLOSSARY

AGE

Age of respondent as of last birthday prior to January 1, 1969.

ATTITUDE TOWARD EMPLOYMENT OF MOTHERS

This attitudinal measure is based on responses to a series of three questions postulating the employment of a married woman with preschool-age children under specified conditions: (1) if it is absolutely necessary to make ends meet; (2) if she prefers to work and her husband agrees; and (3) if she prefers to work, but her husband does not particularly like it. The responses were scored as follows: for each question, "definitely all right" was weighted 5 points; "probably all right," 4 points; no opinion or undecided, 3 points; "probably not all right," 2 points; and "definitely not all right," 1 point. The composite score for each respondent thus had a possible range of 3 to 15. Scores of 3 through 9 were designated "opposed"; 10 and 11, "ambivalent"; and 12 through 15, "permissive."

CLASS OF WORKER

Wage and Salary Worker

A person working for a rate of pay per time-unit, commission, tips, payment in kind, or piece rates for a private employer or any government unit.

Self-employed Worker

A person working in her own unincorporated business, profession, or trade, or operating a farm for profit or fees.

Unpaid Family Worker

A person working without pay on a farm or in a business operated by a member of the household to whom she is related by blood or marriage.

COLOR

In this report the term "blacks" refers only to Negroes; "whites" refers to Caucasians. Other races are not shown separately.

EDUCATIONAL ASPIRATIONS

Total number of years of regular school that the respondent would like to achieve.

EDUCATIONAL ATTAINMENT: See HIGHEST YEAR OF SCHOOL COMPLETED

EDUCATIONAL EXPECTATIONS

Total number of years of regular school that the respondent thinks she will actually achieve.

EMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

EXPOSURE TO READING MATERIALS AT AGE 14

Whether the respondent had access to a library card, newspapers, or magazines in the home at age 14.

HEALTH LIMITATIONS

Respondent's evaluation of whether her health or physical condition limits her activities or the kind of work she is able to perform.

HIGH SCHOOL CURRICULUM

Orientation and goal of high school courses, usually related to future educational or occupational plans. Categories used are college preparatory, vocational, commercial, and general.

HIGHEST YEAR OF SCHOOL COMPLETED

The highest grade finished by the respondent in "regular" school, where years of school completed are denoted 9-11, 12, 13-15, etc.

HOURLY RATE OF PAY

Hourly compensation in dollars for work performed. Self-employed are excluded because of the problems encountered in attempting to allocate their earnings among wages and other kinds of returns. When a time unit other than hours was reported, hourly rates were computed by first converting the reported figure into a weekly rate and then dividing by the number of hours usually worked per week.

INTERFIRM MOVE

Respondents who were employed in both 1968 and 1969 are considered to have made an interfirm move if their employer in 1969 is different than their employer in 1968. Intervening moves and returns that may have occurred are ignored.

JOB ATTACHMENT (measured in 1968)

Relative increase in rate of pay for which an employed respondent would be willing to accept a hypothetical offer of employment in the same line of work with a different employer in the same local labor market area.

JOB, CURRENT OR LAST

For those respondents who were employed during the survey week: the job held during the survey week. For those respondents who were either unemployed or out of the labor force during the survey week: the most recent job.

JOB SATISFACTION

The degree of satisfaction workers feel toward their current jobs was measured in 1968 by a sample question asked of employed out-of-school youth: "How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, or dislike it very much?" Change in job satisfaction between 1968 and 1969 was measured by asking respondents who were not enrolled in school in 1969 and who were employed in both 1968 and 1969 the following question: "Would you say you like your present job more, less, or about the same as (the job you held) last year?"

LABOR FORCE AND EMPLOYMENT STATUS

In the Labor Force

All respondents who were either employed or unemployed during the survey week:

Employed

All respondents who during the survey week were either (1) "at work"--those who did any work for pay or profit or worked without pay for 15 hours or more on a family farm or business; or (2) "with a job but not at work"--those who did not work and were not looking for work, but had a job or business from which they were temporarily absent because of vacation, illness, industrial dispute, bad weather, or because they were taking time off for various other reasons.

Unemployed

All respondents who did not work at all during the survey week and (1) either were looking or had looked for a job in the four-week period prior to the survey; (2) were waiting to be recalled to a job from which they were laid off; or (3) were waiting to report to a new job within 30 days.

Out of the Labor Force

All respondents who were neither employed nor unemployed during the survey week.

LABOR FORCE PARTICIPATION RATE

The proportion of the total civilian noninstitutional population or of a subgroup of that population classified as "in the labor force."

LENGTH OF SERVICE IN 1968 JOB

The total number of years spent by the respondent in her current job at the time of the 1968 survey.

MARITAL STATUS

Respondents were classified into the following categories: married, husband present; married, husband absent; divorced; separated; widowed; and never married. The term "married" refers only to those who are married with husband present; "nonmarried" is a combination of all other categories.

MIGRATION, 1968 to 1969

This variable is based upon a comparison of county (or SMSA) of residence in the survey weeks of 1968 and 1969. Thus, migration is defined as a situation in which the county (or SMSA) of residence differs between those two periods, and ignores intervening moves and returns that may have occurred.

NONSTUDENT

All respondents not enrolled in regular school at the time of the survey.

OCCUPATION

The major occupation groups are the 10 one-digit classes used by the Bureau of the Census in the 1960 Census, with the addition of breaking the service workers into two groups, domestic and nondomestic. The occupational groupings are: white-collar (professional and technical workers; managers, officials, and proprietors; clerical workers; and sales workers); blue-collar (craftsmen and foremen, operatives, and nonfarm laborers); service (domestic and nondomestic); and farm (farmers, farm managers, and farm laborers).

OCCUPATIONAL INFORMATION TEST

A series of questions designed to measure the extent of the respondent's information about the labor market. For each of 10 occupations, the respondent is asked to select the one of three statements that best describes the duties of that occupation. Each correct response receives one point, so that the range of scores on the test is from 0 to 10.

OUT OF THE LABOR FORCE: See LABOR FORCE AND EMPLOYMENT STATUS

PART-TIME EMPLOYMENT

A maximum employment of 34 hours per week. The two ways in which this measure is used are: (1) actual number of hours worked during the survey week at all jobs; (2) usual number of hours worked per week on current or last job.

PROSPECTIVE GEOGRAPHIC MOBILITY (measured in 1968)

Relative increase in rate of pay for which an employed nonmarried respondent would be willing to accept a hypothetical offer of employment in the same line of work outside the local labor market area in which she resides.

RESIDENCE AT AGE 14

Degree of urbanization of area in which the respondent lived when she was 14 years of age. Categories are: farm or ranch; rural nonfarm; town; suburb of city; small city (25,000-99,999); and large city (100,000 or more).

SCHOOL ENROLLMENT STATUS

An indication of whether or not the respondent is presently enrolled in regular school.

SELF-EMPLOYED: See CLASS OF WORKER

SURVEY WEEK

For convenience, the term "survey week" is used to denote the calendar week preceding the date of interview. In the conventional parlance of the Bureau of the Census, it means the "reference week."

TOTAL FAMILY INCOME

Income from all sources (including wages and salaries, net income from business or farm, pensions, dividends, interest, rent, royalties, social insurance, and public assistance) received in 1968 by any family member living in the household during the survey week. Income of nonrelatives living in the household is not included.

UNEMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

UNEMPLOYMENT EXPERIENCE IN 1968

Cumulative number of weeks in calendar year 1968 that the respondent reported she was not working but was looking for work or on lay off from a job.

UNEMPLOYMENT RATE

The proportion of the labor force classified as unemployed.

UNPAID FAMILY WORKER: See CLASS OF WORKER

WAGE AND SALARY WORKER: See CLASS OF WORKER

APPENDIX B*

SAMPLING, INTERVIEWING AND ESTIMATING PROCEDURES

The Survey of Work Experience of Young Women is one of four longitudinal surveys sponsored by the Manpower Administration of the U.S. Department of Labor. These four surveys constitute the National Longitudinal Surveys.

The Sample Design

The National Longitudinal Surveys are based on a multi-stage probability sample located in 235 sample areas comprising 485 counties and independent cities representing every State and the District of Columbia. The 235 sample areas were selected by grouping all of the nation's counties and independent cities into about 1,900 primary sampling units (PSU's) and further forming 235 strata of one or more PSU's that are relatively homogeneous according to socioeconomic characteristics. Within each of the strata a single PSU was selected to represent the stratum. Within each PSU a probability sample of housing units was selected to represent the civilian noninstitutionalized population.

Since one of the survey requirements was to provide separate reliable statistics for Negroes and other races, households in predominantly Negro and other race enumeration districts (ED's) were selected at a rate three times that for households in predominantly white ED's. The sample was designed to provide approximately 5,000 interviews for each of the four surveys--about 1,500 Negroes and other races and 3,500 whites. When this requirement was examined in light of the expected number of persons in each age-sex-color group it was found that approximately 42,000 households would be required in order to find the requisite number of Negroes and other races in each age-sex group.

An initial sample of about 42,000 housing units was selected and a screening interview took place in March and April 1966. Of this number about 7,500 units were found to be vacant, occupied by persons whose usual residence was elsewhere, changed from residential use, or demolished. On the other hand, about 900 additional units were found which had been created within existing living space or had been changed from what was previously nonresidential space. Thus, 35,360 housing units were available for interview; of these, usable information was collected for 34,662 households, a completion rate of 98.0 percent.

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* This appendix was written by Carrol Kindel, member of the Longitudinal Surveys Branch, Demographic Surveys Division, U.S. Bureau of the Census.

Following the initial interview and screening operation, the sample was rescreened in the fall of 1966, immediately prior to the first Survey of Work Experience of Males 14-24. For the rescreening operation, the sample was stratified by the presence or absence of a 14 to 24 year-old woman in the household. The rescreened sample was used to designate 5,533 young women age 14 to 24 as of January 1, 1968, to be interviewed for the Survey of Work Experience. These were sampled differentially within four strata: whites in white ED's (i.e., ED's which contained predominantly white households), Negroes and other races in white ED's, whites in Negro and other race ED's, and Negroes and other races in Negro and other race ED's.

The Field Work

About 325 interviewers were assigned to the survey. Preference in the selection of interviewers was given to those who had had experience on one of the other longitudinal surveys. However, because many of the procedures and the labor force and socioeconomic concepts used in this survey were the same as those used in the Current Population Survey (CPS), each interviewer was required to have prior CPS experience. In this way the quality of the interviews was increased while the time and costs of training were decreased.

Training for the interviewers consisted of a home study package which included a reference manual explaining the purpose, procedures and concepts used in the survey and the home study exercises, a set of questions emphasizing points explained in the manual. In addition to the home study package there was a day of classroom training in the Data Collection Centers for those interviewers who were not experienced in the longitudinal surveys. This was a small group, about five percent of the total interviewers. Survey supervisors conducted these sessions using a verbatim training guide which contained lecture material plus a number of structured practice interviews designed to familiarize interviewers with the questionnaire. Interviewers experienced in longitudinal surveys were permitted to begin working on their assignments immediately after completing the home study package. The training materials were prepared by the Bureau Staff and reviewed by the Manpower Administration and the Center for Human Resource Research of the Ohio State University. Professional staff members of the participating organizations observed both the training sessions and the actual interviewing.

There were staggered dates for beginning interviewing on this survey. One reason is that experienced interviewers were ready to begin their interviewing assignments as soon as they had completed their home study exercises while inexperienced interviewers had to wait to begin their assignments until after the classroom training session. The Data Collection Centers were not instructed to hold classroom training on a particular day; however, each office scheduled training sessions at its own convenience taking into consideration other survey commitments.

Because the demands of other surveys on the interviewers'time was particularly heavy at this time, Data Collection Centers were instructed to mail assignments to interviewers on a flow basis depending on each interviewer's work load.

Finally, the Christmas holiday interrupted, somewhat, the usual office routine since it is often inconvenient for both respondent and interviewer to conduct an interview during the holidays. Interviewing began during the middle of December 1968 and continued through mid March 1969. This is a longer time period than usually permitted for Census Surveys. Several factors accounted for the length of the interviewing period:

1. Most of the respondents were attending school and/or working. Therefore, they were only available for interviewing during limited times of the day.

2. The requirement that all interviewers have CPS experience caused some delay since the interviewers devoted about one week per month to the CPS.

3. A year had elapsed since our last contact with the respondent so those respondents who had moved in the past year had to be relocated by the interviewer. Also some respondents had married so their last names were different from the name we had listed for them.

The final completion rate for interviews is given in the tables below.

In 1968, of the 5,533 respondents originally selected, 5,477 were found to be eligible for interview and 5,159 were actually interviewed.

Summary of 1968 Interview

	Total eligible for interview	Total interviews	Noninterviews			
			Total	Refusals	Unable to contact	Other
Number of cases	5,477	5,159	318	151	120	47
Percent of workload	100.0	94.2	5.8	2.8	2.2	0.9
Percent of noninterviews			100.0	47.5	37.7	14.8

The 5,159 young women who were interviewed in 1968 constituted the panel for the 1969 survey. The noninterviews were not included because there would be no base year data for them. Of the 5,159 eligible sample persons, 4,933 were actually interviewed. The table below gives the detailed noninterview information.

Summary of 1969 Interview

	Inter-viewed in 1968	Inter-viewed in 1969	Noninterviews				
			Total	Refused	Unable to contact	Deceased	All other
Number of cases	5,159	4,933	226	96	112	2	16
Percent of workload	100.0	95.6	4.4	1.9	2.3	Less than 0.1	0.2
Percent of noninterviews			100.0	42.5	49.5	0.9	7.1

A full edit to check the quality of the completed questionnaires was done by Data Collection Center staffs. The edit consisted of reviewing each questionnaire from beginning to end to determine if the entries were complete and consistent and whether the skip instructions were being followed. If there were minor problems, the interviewer was contacted by phone, told of her error and asked to contact the respondent for further clarification. For more serious problems, the interviewer was retrained, either totally or in part, and the questionnaire was returned to her for completion.

Estimating Methods

The estimation procedure adopted for this survey was a multi-stage ratio estimate. The first step was the assignment to each sample case of a basic weight which took into account the over-representation of Negro and other race strata, the rescreening procedure and the sampling fraction of the stratum from which it was selected. The sample drawn from the white stratum was selected at an eight out of nine ratio, while the selection for the sample for the Negro and other race stratum was at a seven out of eight ratio. Thus, from the Survey of Work Experience of Females 14 to 24, there were eight different base weights reflecting the differential sampling by color within stratum (i.e., white ED's versus Negro and other race ED's) during both the rescreening and selection operations.

1. Noninterview Adjustment

The weights for all interviewed persons were adjusted to the extent needed to account for persons for whom no information was obtained because of absence, refusals or unavailability for other reasons. This adjustment was made separately for each of twenty-four groupings: Census region of residence (Northeast, North Central, South, West), by residence (urban, rural farm, rural nonfarm), by color (white, Negro and other races).

2. Ratio Estimates

The distribution of the population selected for the sample may differ somewhat, by chance, from that of the nation as a whole, in such characteristics as age, color, sex, and residence. Since these population characteristics are closely correlated with the principal measurements made from the sample, the latter estimates can be substantially improved when weighted appropriately by the known distribution of these population characteristics.[1] This was accomplished through two stages of ratio estimation, as follows:

a. First-Stage Ratio Estimation

This is a procedure in which the sample proportions were adjusted to the known 1960 Census data on the color-residence distribution of the population. This step took into account the differences existing at the time of the 1960 Census between the color-residence distribution for the nation and for the sample areas.

b. Second-Stage Ratio Estimation

In this final step, the sample proportions were adjusted to independent current estimates of the civilian noninstitutional population by age and color. These estimates were prepared by carrying forward the most recent Census data (1960) to take account of subsequent aging of the population, mortality, and migration between the United States and other countries.[2] The adjustment was made by color within five age groupings: 14 to 15, 16 to 17, 18 to 19, 20 to 21, and 22 to 24.

After this step, each sample person has a weight which remains unchanged throughout the five-year life of the survey. The universe of study was thus fixed at the time of interview for the first cycle. No reweighting of the sample is made after subsequent cycles since the group of interviewed persons is an unbiased sample of the population group (in this case, civilian noninstitutionalized females age 14 to 24) in existence at the time of the first cycle only.

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[1] See U.S. Bureau of the Census, Technical Paper No. 7, "The Current Population Survey--A Report on Methodology," Washington, D.C., 1963, for a more detailed explanation of the preparation of estimates.

[2] See U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 352, November 18, 1966, for a description of the methods used in preparing these independent population estimates.

Coding and Editing

Most of the data could be punched directly from the questionnaire, since many of the answers were numerical entries or in the form of precoded categories. However, the Bureau's standard occupation and industry codes which are used in the monthly CPS were also used for the job description questions and these codes are assigned clerically. In addition, the answers for all the "open-end" questions had to be clerically coded, using categories which were previously developed in conjunction with the Center from hand tallies of a subsample of completed questionnaires from previous longitudinal surveys which contained the same questions.

The consistency edits for the questionnaire were completed on the computer. A modification of the CPS edit was used for the parts of the questionnaire which were similar to CPS; separate consistency checks were performed for all the other sections. None of the edits included an allocation routine which was dependent on averages or random information from outside sources, since such allocated data could not be expected to be consistent with data from subsequent surveys. However, where the answer to a question was obvious from others in the questionnaire, the missing answer was assigned to the item. For example, item 57a ("Is it necessary for you to make any regular arrangements for the care of your child(ren) while you are working?") was blank, but legitimate entries appeared in items 57b and 75c ("What arrangements have you made?" and "What is the cost of these child care arrangements?"), a "Yes" was inserted in 57a since 57b and c could have been filled only if the answer to 57a was "Yes." Therefore, the assumption was made that either the key punch operator had failed to punch the item or the interviewer had failed to record it.

APPENDIX C

SAMPLING VARIATION

As in any survey based upon a sample, the data in this report are subject to sampling error, that is, variation attributable solely to the fact that they emerge from a sample rather than from a complete count of the population. Because the probabilities of a given individual's appearing in the sample are known, it is possible to estimate the sampling error, at least roughly. For example, it is possible to specify a "confidence interval" for each absolute figure or percentage, that is, the range within which the true value of the figure is likely to fall. For this purpose, the standard error of the statistic is generally used. One standard error on either side of a given statistic provides the range of values which has a two-thirds probability of including the true value. This probability increases to about 95 percent if a range of two standard errors is used.

Standard Errors of Percentages

In the case of percentages, the size of the standard error depends not only on the magnitude of the percentage, but also on the size of the base on which the percentage is computed. Thus, the standard error of 80 percent may be only 1 percentage point when the base is the total number of white women, but as much as 8 or 9 percentage points when the base is the total number of unemployed white women. Two tables of standard errors, one for whites and one for blacks, are shown below (Tables C-1 and C-2).

The method of ascertaining the appropriate standard error of a percentage[1] may be illustrated by the following example. This sample represents approximately 1,000,000 black young women who were 18 to 25 years of age in 1969 and who were out of school in both 1968 and 1969. Our estimates indicate that 11 percent of these women were living in a different county (or SMSA) in 1969 than in 1968. Entering the table for black women (C-2) with the base of 1,000,000 and the percentage 10, one finds the standard error to be 1.7 percentage points. Thus, the chances are two out of three that a complete enumeration could have resulted in a figure between 12.7 and 9.3 percent (11 ± 1.7) and 19 out of 20 that the figure would have been between 14.4 and 7.6 percent (11 ± 3.4).

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[1] Because the sample is not random, the conventional formula for the standard error of a percentage cannot be used. The entries in the tables have been computed on the basis of a formula suggested by the Bureau of the Census statisticians. They should be interpreted as providing an indication of the order of magnitude of the standard error, rather than a precise standard error for any specific item.

Table C-1: Standard Errors of Estimated Percentages of Whites
(68 chances out of 100)

Base of percentage (thousands)	Estimated percentage				
	1 or 99	5 or 95	10 or 90	20 or 80	50
100	2.9	6.4	8.8	11.7	14.7
200	2.1	4.5	6.3	8.3	10.4
350	1.6	3.4	4.7	6.3	7.9
500	1.3	2.8	3.9	5.2	6.6
1,000	0.9	2.0	2.8	3.7	4.7
5,000	0.4	0.9	1.2	1.6	2.1
15,830	0.2	0.5	0.7	0.9	1.2

Table C-2: Standard Errors of Estimated Percentages of Blacks
(68 chances out of 100)

Base of percentage (thousands)	Estimated percentage				
	1 or 99	5 or 95	10 or 90	20 or 80	50
50	2.4	5.4	7.5	10.0	12.5
75	2.0	4.4	6.1	8.2	10.5
150	1.4	3.1	4.3	5.8	7.2
300	1.0	2.2	3.0	4.1	5.1
1,000	0.6	1.2	1.7	2.2	2.8
2,374	0.4	0.7	1.1	1.4	1.8

Standard Errors of Differences between Percentages

In analyzing and interpreting the data, interest will perhaps most frequently center on the question whether observed differences in percentages are "real," or whether they result simply from sampling variation. If, for example, one finds on the basis of the survey that 3.3 percent of the whites, as compared with 7 percent of the blacks, are unable to work, the question arises whether this difference actually prevails in the population or whether it might have been produced by sampling variation. The answer to this question, expressed in terms of probabilities, depends on the standard error of the difference between the two percentages, which, in turn, is related to their magnitudes as well as to the size of the base of each. Although a precise answer to the question would require extended calculation, it is possible to construct charts that will indicate roughly, for different ranges of bases and different magnitudes of the percentages themselves, whether a given difference may be considered to be "significant," i.e., is sufficiently large that there is less than a 5 percent chance that it would have been produced by sampling variation alone. Such charts are shown below.

The magnitude of the quotient produced by dividing the difference between any two percentages by the standard error of the difference determines whether that difference is significant. Since the standard error of the difference depends only on the size of the percentages and their bases, for differences centered around a given percentage it is possible to derive a function which relates significant differences to the size of the bases of the percentages. If a difference around the given percentage is specified, the function then identifies those bases which will produce a standard error small enough for the given difference to be significant. The graphs which follow show functions of this type; each curve identifies combinations of bases that will make a given difference around a given percentage significant. For all combinations of bases on or to the northeast of a given curve, the given difference is the maximum difference necessary for significance.

Thus, to determine whether the difference between two percentages is significant, first locate the appropriate graph by selecting the one labeled with the percentage closest to the midpoint between the two percentages in question. When this percentage is under 50, the base of the larger percentage should be read on the horizontal axis of the chart and the base of the smaller percentage on the vertical axis. When the midpoint between the two percentages is greater than 50, the two axes are to be reversed. (When the midpoint is exactly 50 percent, either axis may be used for either base.) The two coordinates identify a point on the graph. The relation between this point and the curves indicates the order of magnitude required for a difference between the two percentages to be statistically significant at the 5 percent confidence level.[2]

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[2] In another report by the staff of this Center (Belton M. Fleisher and Richard D. Porter, The Labor Supply of Males 45-59, (April 1970),

All this may be illustrated as follows. Suppose in the case of white women the question is whether the difference between 27 percent (on a base of 6,000,000[3]) and 33 percent (on a base of 5,000,000) is significant. Since the percentages center on 30 percent, Figure 4 should be used. Entering the vertical axis of this graph with 6,000,000 and the horizontal axis with 5,000,000 provides a coordinate which lies to the northeast of the curve showing combinations of bases for which a difference of 6 percent is significant. Thus the 6 percentage point difference (between 27 and 33 percent) is significant.

As an example of testing for the significance of a difference between the two color groups consider the following. The data in our study show that for women in the age cohort 18 to 24, 78 percent of the white nonstudents (on a base of 7,394,000) and 83 percent of the black nonstudents (on a base of 1,000,000) were in the labor force at least one week in 1967. To determine whether this intercolor difference is significant Figure 3 is used because the midpoint (81) between the two percentages is closer to 80 than 90.[4] Entering this graph at 1,000,000 on the vertical axis for blacks (calibrated along the right side of the figure) and at 7,394,000 on the horizontal axis for whites provides a coordinate which lies to the northeast of the 5 percent curve. Thus the 5 percentage point difference in labor force participation rate is significant.

Appendix B, pp. 92-110) it was argued that unadjusted standard errors (as opposed to the adjusted standard errors discussed in footnote 1) could be used to test for the significance of the coefficients in a linear regression. Clearly this argument applies to tests for the significance of the difference between proportions, and, as a result, the techniques used in this report are currently being altered. Thus the graphs should be interpreted as providing only a rough and conservative estimate of the difference required for significance.

[3] Each of the curves in the graphs of this appendix illustrates a functional relationship between bases expressed in terms of actual sample cases. For convenience, however, the axes of the graphs are labeled in terms of blown-up estimates which simply reflect numbers of sample cases multiplied by a weighting factor.

[4] If both percentages are less (greater) than 50 and the midpoint between the two percentages is less (greater) than the percentage for which the curves were constructed, the actual differences necessary for significance will be slightly less than those shown on the curve. The required differences shown on the curves understate the actual differences necessary for significance when both percentages are less (greater) than 50 and the midpoint is greater (less) than the percentage for which the curves were constructed.

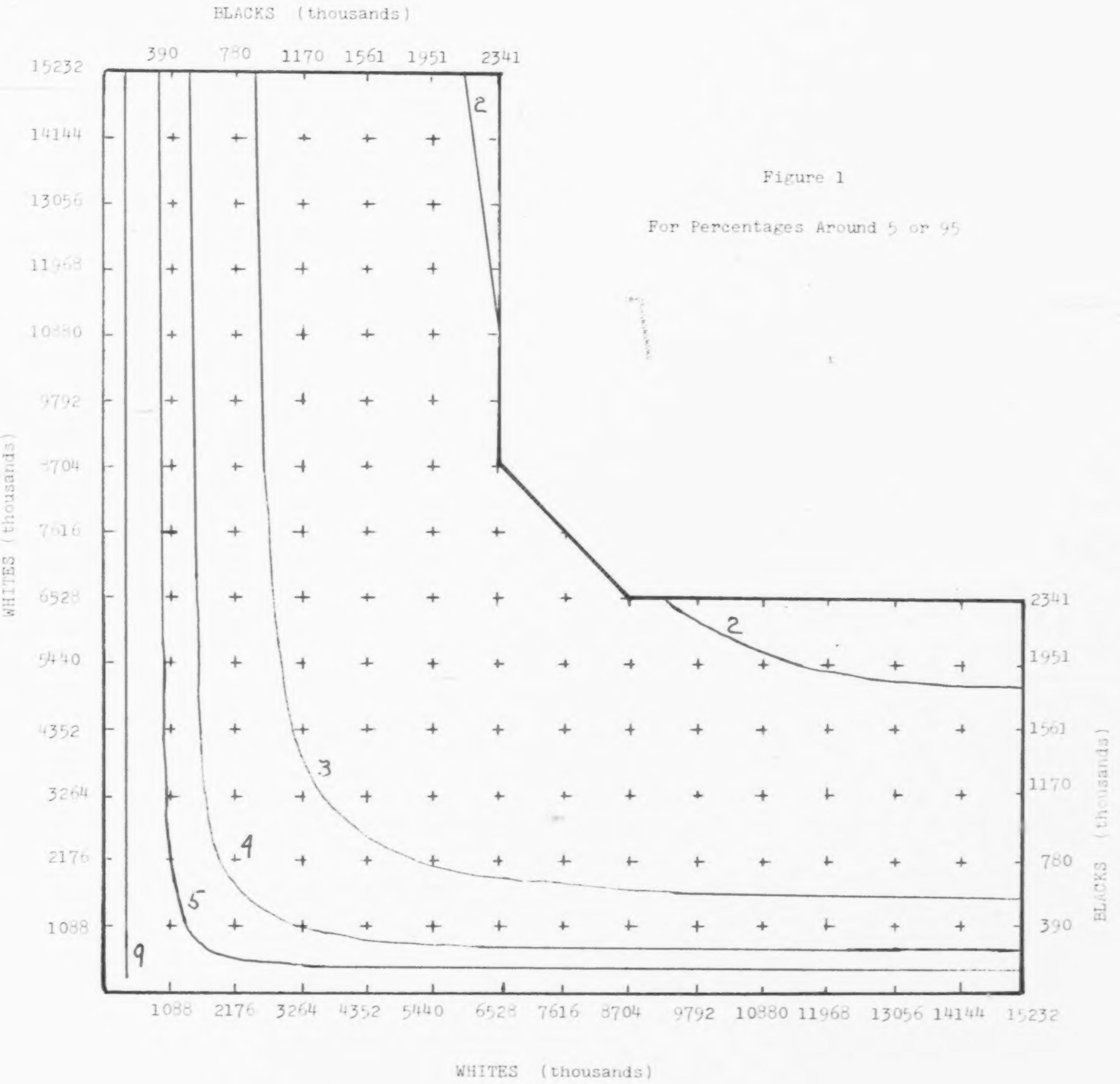

Figure 1

For Percentages Around 5 or 95

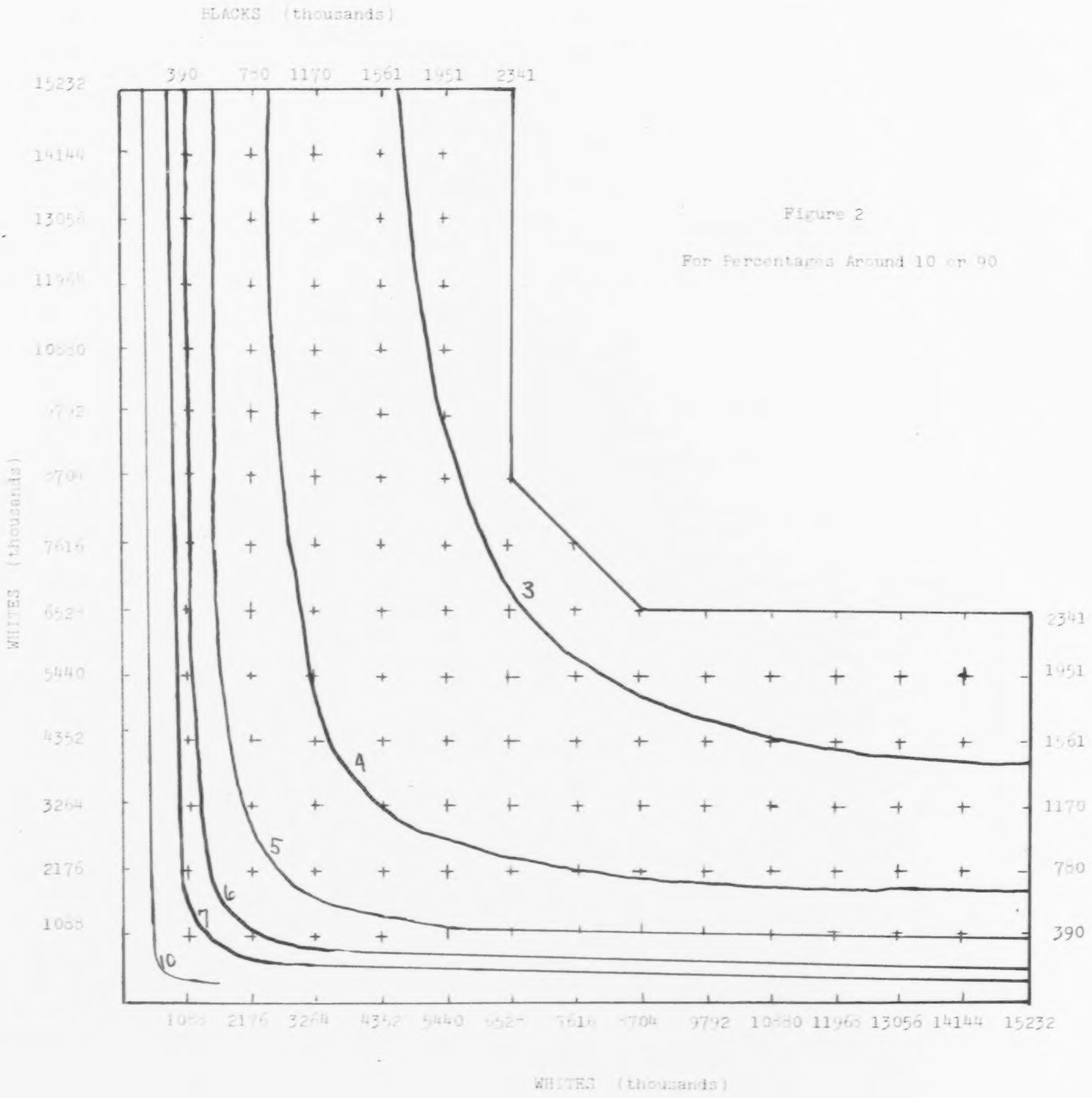

Figure 2

For Percentages Around 10 or 90

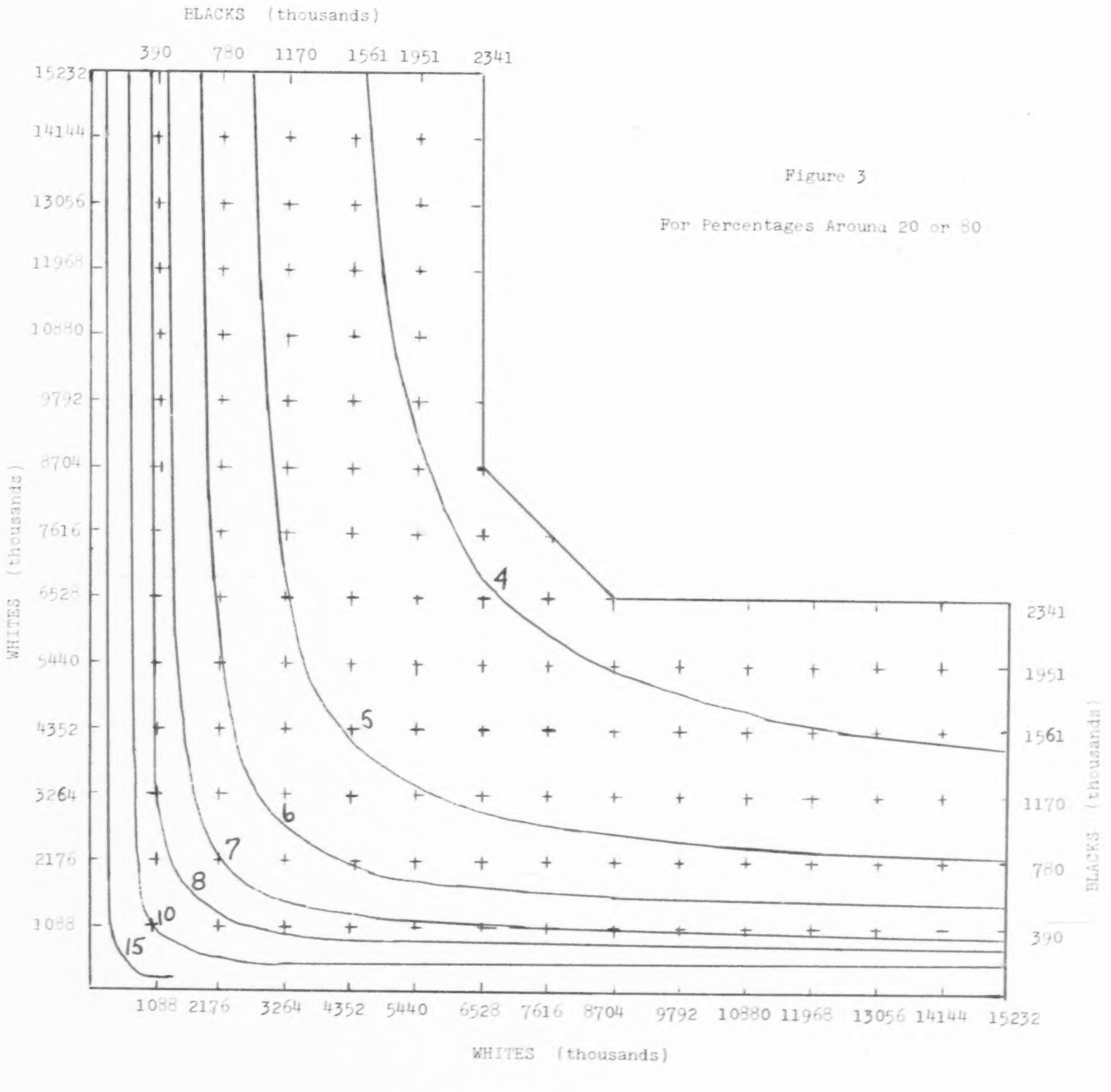

Figure 3

For Percentages Around 20 or 80

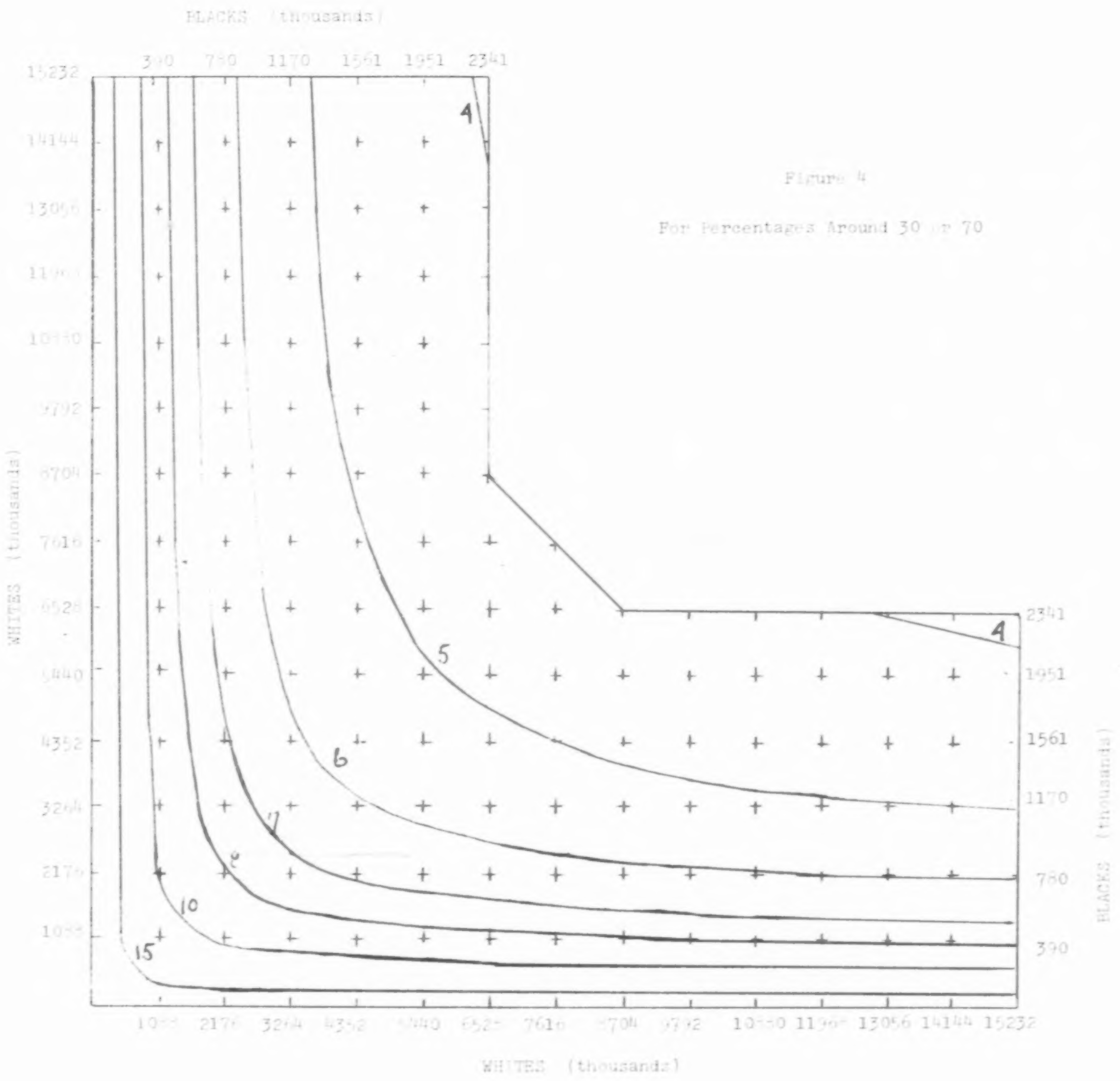

Figure 4

For Percentages Around 30 or 70

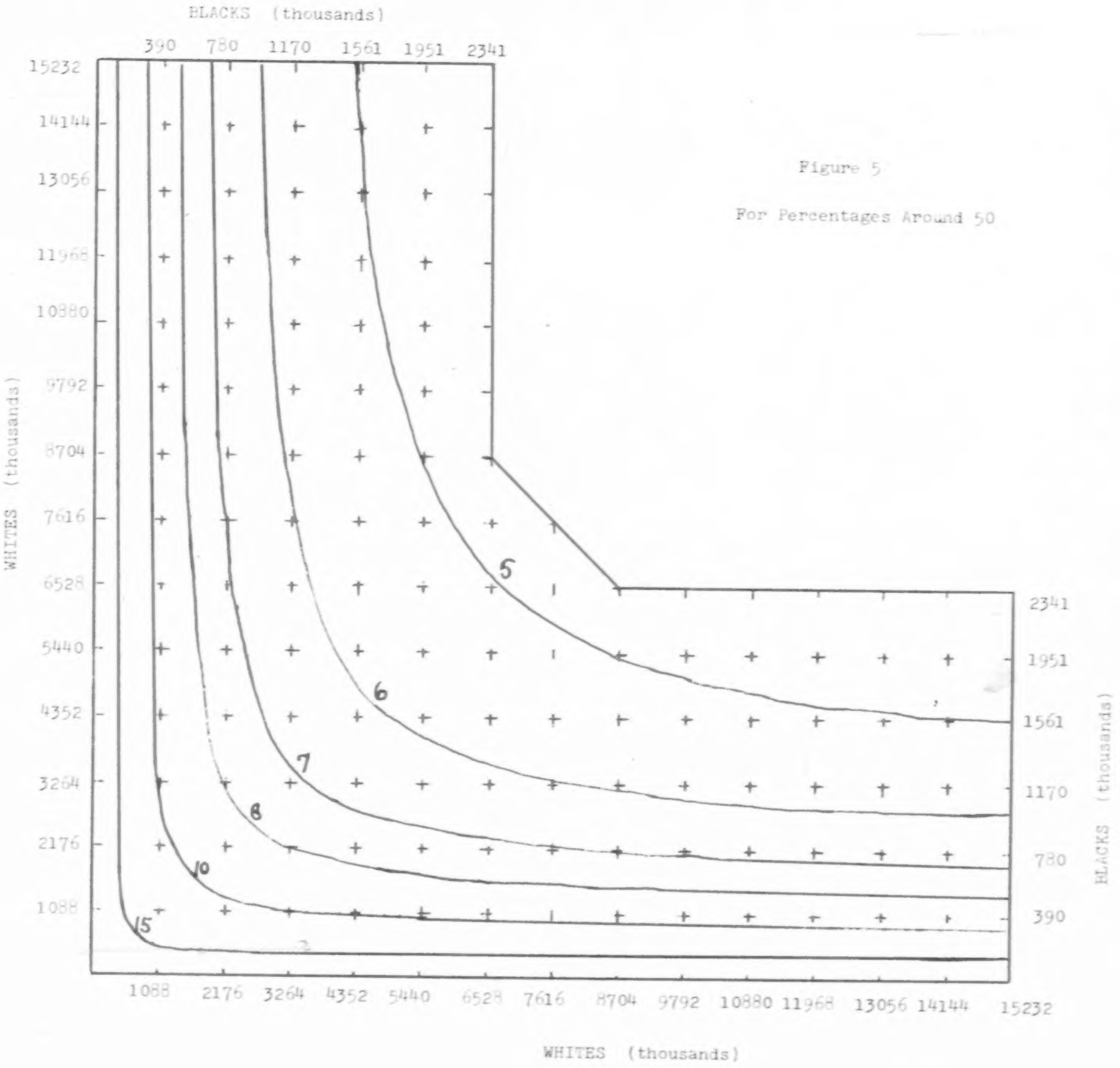

Figure 5

For Percentages Around 50

APPENDIX D

1968 INTERVIEW SCHEDULE

1969 INTERVIEW SCHEDULE

Budget Bureau No. 41-R2423; Approval Expires December 31, 1973

FORM **LGT-401**
(12-1-67)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS

SURVEY OF WORK EXPERIENCE OF FEMALES 14-24

1968

NOTICE – Your report to the Census Bureau is confidential by law (Title 13, U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

1. Control No.	2. Line number of respondent ______
3. Name	
4. Address	
5. Interviewed by	Code

RECORD OF CALLS AND METHODS OF LOCATING RESPONDENT

Date	Time	Comments
1.	a.m. p.m.	
2.	a.m. p.m.	
3.	a.m. p.m.	
4.	a.m. p.m.	

	Successful	Unsuccessful
☐ New occupants		
☐ Neighbors		
☐ Apartment house mgr.		
☐ Post office		
☐ School		
☐ Other – *Specify* ↴		

RECORD OF INTERVIEW

Interview time		Date completed	Comments
Began	Ended		
a.m. p.m.	a.m. p.m.		

NONINTERVIEW REASON

1 ☐ Temporarily absent

2 ☐ Unable to locate respondent – *Specify* ______

3 ☐ Refused

4 ☐ Other – *Specify* ______

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

Item 2 – Identification code ______

Item 15 – Age ______

Item 22 – Tenure
1 ☐ Owned or being bought
2 ☐ Rented
3 ☐ No cash rent

Item 13 – Marital status
1 ☐ Married spouse present
2 ☐ Married spouse absent
3 ☐ Widowed
4 ☐ Divorced
5 ☐ Separated
6 ☐ Never married

Item 16 – Race
1 ☐ White
2 ☐ Negro
3 ☐ Other

Items 23 – 25 – Land usage
1 ☐ A
2 ☐ B
3 ☐ C
4 ☐ D
5 ☐ E

IF RESPONDENT HAS MOVED, ENTER NEW ADDRESS

Number and street		City
County	State	ZIP code

1. EDUCATION AND TRAINING

1. Are you attending or enrolled in regular school?	1. 1 ☐ Yes – ASK 2 2 ☐ No When were you last enrolled? ________ Month–Year } SKIP to 4
2a. What grade are you attending?	2a. 1 Elem 1 2 3 4 5 6 7 8 – *SKIP to Check Item C, page 7* 2 High 1 2 3 4 3 College 1 2 3 4 5 6+
b. Are you enrolled as a full-time or part-time student?	b. 1 ☐ Full time 2 ☐ Part time x ☐
0 ☐ Respondent is 14 – *SKIP to Check Item C, page 7* 3. Since you turned 14, were you ever out of school for an entire year?	3. 1 ☐ Yes – *SKIP to 8* 2 ☐ No – *SKIP to Check Item A*
4. What is the highest year of regular school you have completed?	4. x ☐ 0 None 0 – *SKIP to 34, page 10* 1 Elem 1 2 3 4 5 6 7 8 2 High 1 2 3 4 3 College 1 2 3 4 5 6+
5. How old were you when you last attended regular school?	5. x ☐ Age ________
6. Why would you say you decided to end your education at that time?	6. 0 ☐ Completed 4 or more years of college 1 ☐ Had to work 2 ☐ Couldn't afford college 3 ☐ Lack of ability 4 ☐ Disliked school 5 ☐ Marriage 6 ☐ Pregnancy 7 ☐ Other – *Specify* ________
7. Between the time you turned 14 and ____(Age mentioned in 5), were you ever out of school for an entire school year or more?	7. 1 ☐ Yes – *ASK 8* 2 ☐ No – *SKIP to Check Item A*
8. How old were you? (If more than once, ask about most recent time.)	8. x ☐ Age ________
9. Why were you out of school at that time?	9.
10. Why did you return to school?	10.
CHECK ITEM A	1 ☐ Respondent is a college graduate – *SKIP to 13a* 2 ☐ Respondent is enrolled in school – *SKIP to 17a, page 4* 3 ☐ All others – *ASK 11a*
11a. Do you feel that not having more education has hurt you in any way?	11a. x ☐ 1 ☐ Yes 2 ☐ No
b. Why do you feel this way?	b.
12a. If you could, would you like to get more education or training?	12a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 13a*
b. What kind of courses or training would you like to take?	b. 1 ☐ Technical (vocational) training – *Specify type* ________ 2 ☐ Complete high school 3 ☐ Go to college 4 ☐ Other – *Specify* ________
c. Do you expect that you actually will get this education or training?	c. 1 ☐ Yes When? ________ 2 ☐ No Why not? ________ 3 ☐ Don't know

I. EDUCATION AND TRAINING – Continued

13a. Aside from regular school, did you ever take a full-time program lasting two weeks or more at a training course sponsored by an employer?	**13a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 14a*
b. What type of training did you take?	**b.**
c. How long did this training last?	**c.** Months __________
d. How many hours per week did you spend on this training?	**d.** 1 ☐ 1 – 4 3 ☐ 10 – 14 5 ☐ 20 or more 2 ☐ 5 – 9 4 ☐ 15 – 19
e. Did you finish or complete this course?	**e.** 1 ☐ Yes – *SKIP to g* 2 ☐ No – *ASK f* 3 ☐ Still going on – *SKIP to 14a*
f. Why didn't you complete the program?	**f.**
g. Do you use this training on your present (last) job?	**g.** 1 ☐ Yes 2 ☐ No 3 ☐ Never worked
14a. Aside from regular school, did you ever take any commercial, vocational, or skill training, such as typing, practical nursing, cosmetology, or anything else, not counting on-the-job training given informally?	**14a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 15a*
b. Why did you decide to get more training?	**b.**
c. What type of training did you take?	**c.**
d. How long did this training last?	**d.** Months __________
e. How many hours per week did you spend on this training?	**e.** 1 ☐ 1 – 4 3 ☐ 10 – 14 5 ☐ 20 or more 2 ☐ 5 – 9 4 ☐ 15 – 19
f. Did you finish or complete the program?	**f.** 1 ☐ Yes – *SKIP to h* 2 ☐ No – *ASK g* 3 ☐ Still going on – *SKIP to 15a*
g. Why didn't you complete the program?	**g.**
h. Do you use this training on your present (last) job?	**h.** 1 ☐ Yes 2 ☐ No 3 ☐ Never worked
15a. Since you stopped going to school full time, have you taken any additional general courses in a regular school such as English, math, science, or art?	**15a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 16a*
b. Why did you decide to get more education?	**b.**
c. What type of course did you take?	x ☐ **c.**
d. How long did this course last?	**d.** Months __________
e. How many hours per week did you spend on this course?	**e.** 1 ☐ 1 – 4 3 ☐ 10 – 14 5 ☐ 20 or more 2 ☐ 5 – 9 4 ☐ 15 – 19
f. Did you finish or complete this course?	**f.** 1 ☐ Yes – *SKIP to h* 2 ☐ No – *ASK g* 3 ☐ Still going on – *SKIP to 16a*
g. Why didn't you complete this course?	**g.**
h. Do you use this education on your present (last) job?	**h.** 1 ☐ Yes 2 ☐ No 3 ☐ Never worked

I. EDUCATION AND TRAINING – *Continued*

16a. Have you ever obtained a certificate required for practicing any profession or trade, such as teacher, registered nurse, practical nurse, or beautician?	**16a.** 1 ☐ Yes – *ASK 16b* 2 ☐ No – *SKIP to 17a*
b. What type of certificate was it?	**b.**
c. Is this certificate currently valid?	**c.** 1 ☐ Yes 2 ☐ No

II. HIGH SCHOOL EXPERIENCE

x ☐ Never attended high school – *SKIP to 34, page 10*

17a. What is the name of the high school you attend (last attended)?	**17a.**
b. What is this high school's address?	**b.** Street City County State ZIP code
c. Is this school public or private?	**c.** 1 ☐ Public 2 ☐ Private
d. In what years have you been (were you) enrolled there?	**d.** From ______ Month-year To ______ Month-Year
e. What kind of curriculum are (were) you enrolled in (during your last year in high school) – is (was) it vocational, commercial, college preparatory or general?	**e.** 1 ☐ Vocational → *What are you specializing (did you specialize) in?* ______ 2 ☐ Commercial 3 ☐ College Preparatory 4 ☐ General ______
18a. Are you taking (did you take) any courses in typing or shorthand in high school?	**18a.** 1 ☐ Yes – *ASK 18b – c* 2 ☐ No – *SKIP to Check Item B*
b. What courses are you taking (did you take)?	**b.** 1 ☐ Typing 2 ☐ Shorthand 3 ☐ Both
c. How many years have you taken (typing, shorthand)?	**c.** Typing ______ Shorthand ______

CHECK ITEM B	1 ☐ Respondent has completed one or more years of college (Q2 or 4) – *SKIP to 24a, page 6* 2 ☐ Respondent has completed less than one year of high school – *SKIP to Check Item C, page 7* 3 ☐ All others – *ASK 19a*

19a. What high school subject do (did) you enjoy the most?	**19a.** ______ x ☐ 0 ☐ None – *SKIP to 20a*
b. What is the main reason you enjoy (enjoyed) . . .?	**b.** 1 ☐ Interested 2 ☐ Find it easy 3 ☐ Do well in it 4 ☐ Prepares for future job or career 5 ☐ Prepares for homemaking ☐ Other – *Specify* ______
20a. What high school subject do (did) you dislike the most?	**20a.** ______ 0 ☐ None – *SKIP to 21a*
b. What is the main reason you dislike (disliked) . . .?	**b.** 1 ☐ Difficult; hard work 2 ☐ Felt it a waste of time 3 ☐ Do poorly in it 4 ☐ Boring ☐ Other – *Specify* ______

II. HIGH SCHOOL EXPERIENCE – Continued

21a. IN YOUR LAST FULL YEAR IN HIGH SCHOOL, how many hours per week, on the average, did you spend doing your homework, at home or anywhere else?	**21a.** 0 ☐ None 1 ☐ 1 – 4 2 ☐ 5 – 9 3 ☐ 10 – 14 4 ☐ 15 – 19 5 ☐ 20 or more
b. Where did you normally do most of your homework?	**b.** 1 ☐ School library, study hall or homeroom 2 ☐ At home 3 ☐ At friend's home 4 ☐ Other – *Specify* ____________
c. Were there any conditions at this place which made it hard for you to study?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to e*
d. What were these conditions?	**d.** 1 ☐ Noise (distractions) 2 ☐ Lacks necessary facilities (desk, room, etc.) 3 ☐ Other – *Specify* ____________
e. IN YOUR LAST FULL YEAR OF HIGH SCHOOL, did you take part in any extra-curricular activities at school, such as sports, dramatics, publications, music, or clubs?	**e.** 1 ☐ Yes – *ASK f* 2 ☐ No – *SKIP to 22*
f. How many hours per week, on the average, did you spend on these activities?	**f.** 1 ☐ 1 – 4 2 ☐ 5 – 9 3 ☐ 10 – 14 4 ☐ 15 – 19 5 ☐ 20 or more
g. What was your favorite extra-curricular activity?	**g.** 1 ☐ Sports 2 ☐ Publications 3 ☐ Dramatics 4 ☐ Music 5 ☐ Other clubs 6 ☐ Other – *Specify* ____________
22. When you were not involved in high school activities or studying, what activity took up most of your extra time during your last full high school year?	**22.** 1 ☐ Non-school related sports 2 ☐ Hobby 3 ☐ Reading 4 ☐ Work for pay 5 ☐ Helping at home 6 ☐ Other – *Specify* ____________
23. How do (did) you feel about your high school experience?	**23.** Do (did) you –– 1 ☐ like it very much? 2 ☐ like it fairly well? 3 ☐ dislike it somewhat? 4 ☐ dislike it very much?

III COLLEGE EXPERIENCE

x ☐ Respondent has never attended college (Q. 2 or 4) – *SKIP to Check Item C, page 7*

ASK FOR EACH SCHOOL ATTENDED

24a. What are the names of all the colleges you have attended?

b. When were you enrolled there?

c. Where is this school located?

Name of college	From – Month/Year	To – Month/Year	City	State
1.				
2.				
3.				
4.				

d. What degree did you receive? (If more than one, record the most recent)

d. ____________________

0 ☐ Did not receive degree – *SKIP to g*

e. In what field did you receive your degree?

e. ____________________

f. Why did you decide to major in . . . (field of study mentioned in 24e)?

f.
1 ☐ Interested in it
2 ☐ Do well in it
3 ☐ Advised to do so
4 ☐ Good job possibilities
5 ☐ Prepare for homemaking
6 ☐ Other – *Specify* ____________________

g. What is (was) the full-time tuition per year at (most recent school given in 24a)?

g. $ ____________

h. Do (did) you have a scholarship, fellowship, assistantship, or other type of financial aid while enrolled at (most recent school given in 24a)?

h. 1 ☐ Yes
  2 ☐ Scholarship or fellowship
  3 ☐ Assistantship (teaching, research, etc.)
  4 ☐ Loan
  5 ☐ Other – *Specify* ____________________
6 ☐ No – *SKIP to j*

i. How much is (was) it?

i. ____________________

j. Why did you decide to continue your education beyond high school?

j.
1 ☐ College degree necessary for her work
2 ☐ College degree necessary for success
3 ☐ Wanted more education
4 ☐ Other – *Specify* ____________________

x ☐ Respondent has not completed one year of college (Q. 2 or 4) – *Skip to 30, page 8*

25a. What field of study in college do (did) you enjoy the most?

25a. ____________________

1 ☐ None – *SKIP to 26a*

b. What is the main reason you enjoy (enjoyed). . .?

b.
1 ☐ Interested in it
2 ☐ Do well in it
3 ☐ Find it easy
4 ☐ Prepares for future job or career
5 ☐ Prepares for homemaking
6 ☐ Other – *Specify* ____________________

III. COLLEGE EXPERIENCE – Continued

26a. What field of study in college do (did) you dislike the most?	**26a.** ____________________ 0 ☐ None – *SKIP to 27*
b. What is the main reason you dislike (disliked). . .?	**b.** 1 ☐ Difficult 2 ☐ Felt it a waste of time 3 ☐ Does poorly in it 4 ☐ Boring 5 ☐ Other – *Specify* ____________________
27. How do (did) you feel about your college experience?	**27.** Do (did) you –– 1 ☐ like it very much? 2 ☐ dislike it very much? 3 ☐ like it fairly well? 4 ☐ dislike it somewhat?
x ☐ Respondent is attending college (Q. 2) – *SKIP to 30* **28.** Would you like to receive more education?	**28.** 1 ☐ Yes – *SKIP to 30* 2 ☐ No – *SKIP to 34, page 10*

IV. EDUCATIONAL GOALS OF THOSE ENROLLED IN SCHOOL

CHECK ITEM C	1 ☐ Respondent is enrolled in school (Q.1) – *ASK 29a* 2 ☐ Other – *SKIP to 34, page 9*

29a. How much more education would you like to get?
(If "None," mark current grade and follow appropriate skip pattern)

High School

- 0 ☐ Less than high school *(ASK b)*
- 1 ☐ 1 year – *ASK b*
- 2 ☐ 2 years – *ASK b*
- 3 ☐ 3 years – *ASK b*
- 4 ☐ 4 years – *SKIP to c*

College

- 5 ☐ 2 years (complete junior college or equivalent – *SKIP to d*
- 6 ☐ 4 years (graduate from 4-year college) – *SKIP to d*
- 7 ☐ 6 years (obtain Master's degree or equivalent) – *SKIP to d*
- 8 ☐ 7 + years (obtain Ph. D. or professional degree) (M.D., Law, etc.) – *SKIP to d*

b. Why don't you want to complete high school?	**b.** ____________________
c. What do you expect to do when you leave school?	**c.** 1 ☐ Go to work 2 ☐ Get married 3 ☐ Other – *Specify* ____________________ *SKIP to Check Box after 33c*
d. What college would you like to attend?	**d.** Name ____________________ Location (City and State) ____________________ 9 ☐ Undecided
e. What field of study would you like to take in college?	**e.** ____________________ 99 ☐ Don't know – *SKIP to 31*
f. Why would you like to go into this field of study?	**f.** 1 ☐ I'm interested in it, I enjoy it 2 ☐ It prepares for vocation that pays well, is secure 3 ☐ Other – *Specify* ____________________ *SKIP to 31*

IV. EDUCATIONAL GOALS OF THOSE ENROLLED IN SCHOOL – Continued

30. How much more college would you like to get?	**30.** 5 ☐ 2 years (complete junior college or equivalent) 6 ☐ 4 years (graduate from four-year college) 7 ☐ 6 years (obtain Master's degree or equivalent) 8 ☐ 7+ years (obtain Ph.D. or professional degree) (M.D., Law, etc.)

31. As things now stand, how much more education do you think you will actually get?

High School	College
1 ☐ 1 year	5 ☐ 2 years (complete Junior College or equivalent)
2 ☐ 2 years	6 ☐ 4 years (graduate from 4-year college)
3 ☐ 3 years	7 ☐ 6 years (obtain Master's degree or equivalent)
4 ☐ 4 years	8 ☐ 7+ years (obtain Ph.D. or professional degree) (M.D., Law, etc.)

CHECK ITEM D	Amount recorded in 31 is: 1 ☐ Same or greater than amount given in 29a or 30 – *ASK 32a* 2 ☐ Less than amount given in 29a or 30 – *ASK 32b*

32a. How will you pay for this additional education?	**32a.** 1 ☐ Scholarship 2 ☐ Loan 3 ☐ Parents 4 ☐ Work 5 ☐ Don't know, not sure 6 ☐ Other – *Specify* ____________ *SKIP to 33a*
b. Why do you think you will actually get less education than you would like?	**b.** 1 ☐ Too expensive; lack of sufficient funds 2 ☐ Difficulty in getting into college 3 ☐ Family obligations 4 ☐ Have to go to work 5 ☐ Other – *Specify* ____________
33a. What do you expect to do when you complete your education?	**33a.** 1 ☐ Go to work – *ASK c* 2 ☐ Get married – *ASK b* 3 ☐ Other – *Specify* *GO to Check Box after 33c*
b. Do you expect to work when you are first married?	**b.** 1 ☐ Yes – *ASK c* 2 ☐ No – *GO to Check Box after 33c* 9 ☐ Don't know
c. What kind of work would you like to do?	**c.**

While answering Section IV was another person present?

1 ☐ Yes 2 ☐ No – *Go to 34*

Would you say this person influenced the respondent's answers?

1 ☐ Yes 2 ☐ No

NOTES

V. CURRENT LABOR FORCE STATUS

34. What were you doing most of LAST WEEK; working, going to school, keeping house or something else?

1 ☐ WK – Working – *SKIP to 35b* →
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ KH – Keeping house
6 ☐ U – Unable to work – *SKIP to 38a*
7 ☐ OT – Other – *Specify*

____

____

35c. Do you USUALLY work 35 hours or more a week at this job?

1 ☐ Yes – What is the reason you worked less than 35 hours LAST WEEK?

2 ☐ No – What is the reason you USUALLY work less than 35 hours a week?

(Mark the appropriate reason)

01 ☐ Slack work
02 ☐ Material shortage
03 ☐ Plant or machine repair
04 ☐ New job started during week
05 ☐ Job terminated during week
06 ☐ Could find only part-time work
07 ☐ Labor dispute
08 ☐ Did not want full-time work
09 ☐ Full-time work week under 35 hours
10 ☐ Attends school
11 ☐ Holiday (legal or religious)
12 ☐ Bad weather
13 ☐ Own illness
14 ☐ Illness of family member
15 ☐ On vacation
16 ☐ Too busy with housework
17 ☐ Personal business
18 ☐ Other – *Specify*

____

____

(If entry in 35c, SKIP to 39a and enter job worked at last week)

35a. Did you do any work at all LAST WEEK, not counting work around the house?

1 ☐ Yes x ☐ No – *SKIP to 36a*

b. How many hours did you work LAST WEEK at all jobs? ________

CHECK ITEM E

Respondent worked –

1 ☐ 49 hours or more–*SKIP to 39a and enter job worked at last week*

2 ☐ 1 – 34 hours – *ASK c*

3 ☐ 35 – 48 hours–*ASK d-e*

d. Did you lose any time or take any time off from work LAST WEEK for any reason such as illness, holiday, or slack work?

1 ☐ Yes – How many hours did you take off? ______

2 ☐ No

NOTE – Correct item 35b if lost time not already deducted; if item 35b is reduced below 35 hours, ask 35e, otherwise skip to 39a.

e. Did you work any overtime or at more than one job LAST WEEK?

1 ☐ Yes – How many extra hours did you work? ______

2 ☐ No

NOTE – Correct item 35b if extra hours not already included and skip to 39a

(If "J" in 34 SKIP to 36b)

36a. Did you have a job or business from which you were temporarily absent or on layoff last week?

1 ☐ Yes – *ASK b*

x ☐ No – *SKIP to 37a*

b. Why were you absent from work LAST WEEK?

1 ☐ Own illness
2 ☐ Illness of family member
3 ☐ On vacation
4 ☐ Bad weather
5 ☐ Labor dispute
6 ☐ New job to begin within 30 days – *ASK 37c and 37d(2)*
7 ☐ Temporary layoff (less than 30 days) } *ASK 37d (3)*
8 ☐ Indefinite layoff (more than 30 days or no definite recall date) } *ASK 37d (3)*
9 ☐ School Interfered
10 ☐ Too busy with housework, personal business
11 ☐ Other – *Specify*

____

c. Are you getting wages or salary for any of the time off LAST WEEK?

1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

d. Do you usually work 35 hours or more a week at this job?

1 ☐ Yes 2 ☐ No

(GO to 39a and enter job held last week.)

Notes

V. CURRENT LABOR FORCE STATUS – Continued

(If "LK" in item 34, SKIP to 37b)

37a. Have you been looking for work during the past 4 weeks?

x ☐ Yes – *ASK b*   1 ☐ No – SKIP to 38a

b. What have you been doing in the last 4 weeks to find work?

(Mark all methods used; do not read list)

x ☐ Nothing – *SKIP to 38a*
0 ☐ Checked with school employment service (or counselor)
1 ☐ Checked with State employment agency
2 ☐ Checked with private employment agency
3 ☐ Checked directly with employer
4 ☐ Placed or answered newspaper ads
5 ☐ Checked with friends or relatives
6 ☐ Other – *Specify – For example, MDTA, Union, or professional register, etc.*

____

c. Why did you start looking for work? Was it because you lost or quit a job at that time or was there some other reason?

1 ☐ Lost job
2 ☐ Quit job
3 ☐ Left school
4 ☐ Wanted temporary work
5 ☐ Other – *Specify*____________________

d. 1. How many weeks have you been looking for work?
2. How many weeks ago did you start looking for a job?
3. How many weeks ago were you laid off?

Number of weeks ____________

e. Have you been looking for full-or part-time work?

1 ☐ Full-time   2 ☐ Part-time

f. Is there any reason why you could not take a job LAST WEEK?

1 ☐ Yes – *Mark reason*
  1 ☐ Needed at home
  2 ☐ Temporary illness
  3 ☐ School
  4 ☐ Already has job
  5 ☐ Other – *Specify*____________________
2 ☐ No

g. When did you last work at a regular full-or part-time job or business lasting two consecutive weeks or more?

1 ☐ 1963 or later } *SKIP to 39a and enter last job*
Month____________ Year____________

2 ☐ Before 1963 – *SKIP to 39a and enter last job*

3 ☐ Never worked 2 weeks or more } *SKIP to 44a, page 14*
4 ☐ Never worked at all

38a. When did you last work at a regular full- or part-time job or business lasting two consecutive weeks or more?   x ☐

1 ☐ 1963 or later

Month____________ Year ____________

2 ☐ Before 1963
3 ☐ Never worked 2 weeks or more } *SKIP to 44a, page 14*
4 ☐ Never worked at all

b. On this job, did you usually work 35 hours or more per week?

1 ☐ 35 or more
2 ☐ Less than 35

c. Why did you leave that job?

1 ☐ To get married
2 ☐ Husband wanted her to quit
3 ☐ Husband transferred; moved
4 ☐ Own health
5 ☐ Pregnancy
6 ☐ Health of family member
7 ☐ Devote more time to family
8 ☐ School
9 ☐ Seasonal job completed
10 ☐ Slack work or business conditions
11 ☐ Temporary nonseasonal job completed
12 ☐ Unsatisfactory work arrangement (hours, pay, etc.)
13 ☐ Other – *Specify*

____

39a. For whom did you work? (Name of company, organization, or other employer)

____

b. Where is . . . located?

City____________________
State____________________

c. What kind of work were you doing? (For example: teaching, waitress, sales clerk, typist, etc.)   ☐☐☐

d. What kind of business or industry is this? (For example: TV and radio manufacturer, retail shoe store, State Labor Department, etc.)   ☐☐☐

e. Were you –

1 ☐ P – an employee of PRIVATE company, business, or individual for wages, salary, or commission? } *ASK 40a*
2 ☐ G – a GOVERNMENT employee (Federal, State, County, or local)? } *ASK 40a*
3 ☐ O – SELF-EMPLOYED in OWN business, professional practice, or farm? } *SKIP to 40b*
  Is this business incorporated?
  1 ☐ Yes   2 ☐ No
4 ☐ WP – Working WITHOUT PAY in family business or farm? } *SKIP to 40b*

V. CURRENT LABOR FORCE STATUS – Continued

40a. How did you find out about this job?	**40a.** 0 ☐ Checked with school employment agency (or counselor) 1 ☐ Checked with State employment agency 2 ☐ Checked with private employment agency 3 ☐ Checked directly with employer 4 ☐ Placed or answered newspaper ads 5 ☐ Checked with friends or relatives 6 ☐ Other – *Specify* ______________
b. When did you start working at this job or business?	**b.** Year ____________ or (if 1967) Month ____________
CHECK ITEM F	1 ☐ Respondent has not worked since January 1967 – *SKIP to 44a, page 14* 2 ☐ All others – *ASK 41a*
41a. How much time does it usually take you to travel from your house to your job (entry in 39a)?	**41a.** ☐☐☐ ____________
b. What means of transportation do you usually use to get to work? *Mark as many boxes as apply.*	**b.** 1 ☐ Own auto – *ASK 41c* 2 ☐ Ride with someone else 3 ☐ Bus or streetcar 4 ☐ Subway or elevated 5 ☐ Railroad 6 ☐ Taxicab (2–6) *ASK 41d* 7 ☐ Walked only – *SKIP to Check Item G* 8 ☐ Other means – *Specify* ____________ ____________ *SKIP to Check Item G*
41c. 1. What is the total cost of any parking fees or tolls you have to pay (round trip)?	**41c.** 1. x ☐ 0 ☐ No cost $ ____________ per ____________
2. How many miles do you go by car (round trip)? ☐ Only box 1 marked in 41b – *SKIP to Check Item G* ☐ Box 1 and any of boxes 2–6 marked in 41b – *ASK 41d*	2. ____________ Miles
d. What is the total cost of the round trip by (means of transportation given in b)?	**d.** 0 ☐ No cost $ ____________ per ____________

V. CURRENT LABOR FORCE STATUS – Continued

CHECK ITEM G	1 ☐ "P" or "G" in item 39e – *ASK 42a* 2 ☐ "O" or "WP" in item 39e – *SKIP to Check Item H*

42a. How much do (did) you earn at your (present, last) job?	**42a.** $ ________ per ________
b. How many hours a week do (did) you usually work at this job?	**b.** Hours ________
c. Do (did) you receive extra pay when you work(ed) over a certain number of hours a week?	**c.** 1 ☐ Yes – *ASK 42d* 2 ☐ No 3 ☐ No – compensatory time only 4 ☐ Never work overtime *SKIP to Check Item H*
d. After how many hours do (did) you receive extra pay?	**d.** 1 ☐ Hours per day ______ 2 ☐ Hours per week ______
e. For all hours worked over (entry in 42d) per week, are (were) you paid straight time, time and one-half, double time, or is there some other arrangement? *Mark as many as apply and explain.*	**e.** 1 ☐ Straight time 2 ☐ Time and one-half 3 ☐ Double time 4 ☐ Compensating time off 5 ☐ Other – *Specify* ________

CHECK ITEM H	1 ☐ Respondent is in Labor Force Group A (WK in 34, or "Yes" in 35a or 36a) and entry in 40b is before January 1967 – *ASK 43a* 2 ☐ Respondent is in Labor Force Group A and entry in 40b is January 1967 or later – *SKIP to 43c* 3 ☐ All others – *SKIP to 44a*

43a. Have you ever done any other kind of work for (name of employer in 39a)?	**43a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to g* x
b. What kind of work were you doing a year ago at this time?	**b.** ________ 1 ☐ Same as current job – *SKIP to 43g*
c. Were you working a year ago at this time?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to 44a*
d. For whom did you work then?	**d.**
e. What kind of business was this?	**e.**
f. What kind of work were you doing?	**f.**
g. Does the work you do now require more skill than the work you were doing a year ago?	**g.** 1 ☐ More 2 ☐ Less 3 ☐ The same amount
h. Do you have more responsibility in the work you are doing now than in the work you were doing a year ago?	**h.** 1 ☐ More 2 ☐ Less 3 ☐ The same amount

Notes

VI. PREVIOUS WORK EXPERIENCE

44a. In how many different weeks did you work either full or part-time in 1967 (not counting work around the house)? Count any week where you did any work at all. *(Include paid vacations and paid sick leave.)*	**44a.** x ☐ None – *SKIP to 46a* Weeks ____________
b. Were these weeks during summer vacation from school or during the school year?	**b.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both 4 ☐ Respondent not in school 5 ☐ Other – *Specify*____________
c. During the weeks that you worked in 1967, how many hours per week did you usually work? *Specify actual number.*	**c.** Number of hours ____________
CHECK ITEM I	1 ☐ 52 weeks in 44a – *ASK 45a* 2 ☐ 1 – 51 weeks in 44a – *SKIP to 45b*
45a. Did you lose any full weeks of work in 1967 because you were on layoff from a job, lost a job, or for some other reason?	**45a.** 1 ☐ Yes – How many weeks ____________ *Adjust item 44a and SKIP to 45c* 2 ☐ No – *SKIP to Check Item K*
b. You say you worked (entry in 44a) weeks in 1967. In any of the remaining (52 weeks minus entry in 44a) weeks were you looking for work or on layoff from a job?	**b.** x ☐ 1 ☐ Yes– How many weeks? ____________ 2 ☐ No – *SKIP to 47*
c. Were all of these weeks in one stretch?	**c.** 1 ☐ Yes, 1 2 ☐ No, 2 3 ☐ No, 3+
d. Were these weeks during summer vacation from school or during the school year?	**d.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both 4 ☐ Respondent not in school ☐ Other – *Specify*____________ *SKIP to 46d*
46a. Even though you did not work in 1967, did you spend any time trying to find work or on layoff from a job?	**46a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to Check Item J*
b. How many different weeks (if any) were you looking for work or on layoff from a job?	**b.** Weeks ____________ 00 ☐ None
c. Were these weeks during summer vacation from school or during the school year?	**c.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both 4 ☐ Respondent not in school ☐ Other – *Specify*____________
d. What did you do to try to find work?	**d.** 0 ☐ Checked with school employment service (or counselor) 1 ☐ Checked with State employment agency 2 ☐ Checked with private employment agency 3 ☐ Checked directly with employer 4 ☐ Placed or answered newspaper ads 5 ☐ Checked with friends and relatives 6 ☐ Other – *Specify*____________

VI. PREVIOUS WORK EXPERIENCE – Continued

CHECK ITEM J	1 ☐ All weeks of 1967 are accounted for – *SKIP to Check Item K* 2 ☐ Other – *ASK 47*

47. Now let me see. During 1967 there were about (52 weeks minus entries in 44a, 45a, 45b or 46b) weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work during these weeks?	**47.** 1 ☐ Didn't want to work x ☐ 2 ☐ Ill or disabled and unable to work 3 ☐ Birth of child 4 ☐ In school 5 ☐ Too busy keeping house 6 ☐ Other – *Specify* ______

CHECK ITEM K	1 ☐ Respondent has not worked at a job since January 1967 – *SKIP to Check Item L* Respondent has worked at a job since January 1967 – 2 ☐ "O" in 39e – *ASK 48* 3 ☐ "P," in "G," or "WP" in 39e – *SKIP to 49*

48. Did you work for anyone (else) for wages or salary in 1967?	**48.** 1 ☐ Yes – *ASK 49* 2 ☐ No – *SKIP to Check Item L*
49. In 1967, for how many different employers did you work?	**49.** Number of employers ______ 0 ☐ Did not work in 1967
x ☐ Respondent never attended a full year of high school – *SKIP to Check Item L*	
50a. During your last full year in high school, did you hold a regular job that lasted two weeks or more (not a summer job)?	**50a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to Check Item L*
b. For whom did you work?	b. ______
c. What kind of work did you do? *Specify kind of work.*	c. ______ ☐☐☐ x ☐ Same as current (last) job – *SKIP to Check Item L*
d. What kind of business or industry is that?	d. ______ ☐☐☐
e. Where is (was) this job located?	e. City ______ State ______
f. How did you find this job?	f. 0 ☐ Checked with school employment service (or counselor) 1 ☐ Checked with State employment agency 2 ☐ Checked with private employment agency 3 ☐ Checked directly with employer 4 ☐ Placed or answered newspaper ads 5 ☐ Checked with relatives or friends 6 ☐ Other – *Specify* ______

CHECK ITEM L	Respondent is enrolled in school this year and – 1 ☐ In Labor Force Group A, usually works 35 hours or more a week – *ASK 51a* 2 ☐ All others in Labor Force Group A – *SKIP to 69, page 20* 3 ☐ In Labor Force Group B – *SKIP to 60, page 19* 4 ☐ All others – *SKIP to 66a, page 20* 5 ☐ Respondent is not enrolled in school – *ASK 51a*

51a. Now I'd like to know about the first job at which you worked at least one month after you stopped going to school full time. For whom did you work?	**51a.** x ☐ Same as current (last) job – *SKIP to Check Item M, page 17*
b. What kind of business or industry was that?	b. ______ ☐☐☐

VI. PREVIOUS WORK EXPERIENCE – Continued

51c. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county, or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm.	**51c.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
d. Where was that job located?	**d.** City or county State
e. How did you find this job?	**e.** 1 ☐ Checked with school employment service (or counselor) 2 ☐ Checked with State employment agency 3 ☐ Checked with private employment agency 4 ☐ Checked directly with employer 5 ☐ Placed or answered newspaper ads 6 ☐ Checked with relatives and friends 7 ☐ Other – *Specify*__________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. When did you START working at that job?	**g.** Month Year
h. When did you STOP working at that job?	**h.** Month Year
i. Then you worked there for ("h" minus "g") ________ years, is this correct?	**i.** 1 ☐ Yes 2 ☐ No – Correct dates in "g" and "h" as necessary
j. What kind of work were you doing WHEN YOU STARTED TO WORK THERE?	**j.**
k. What kind of work were you doing JUST BEFORE YOU LEFT THIS JOB?	**k.**
l. How did you happen to leave this job?	**l.**

Notes

VII. WORK ATTITUDES AND JOB PLANS

CHECK ITEM M

1 ☐ Respondent is in Labor Force Group A – *ASK 52*
2 ☐ Respondent is in Labor Force Group B – *SKIP to 60, page 19*
3 ☐ All others – *SKIP to 66a, page 20*

LABOR FORCE GROUP A

52. How do you feel about the job you have now?
Respondent's comments ______________________
____
____

x ☐

52. Do you –
1 ☐ Like it very much?
2 ☐ Like it fairly well?
3 ☐ Dislike it somewhat?
4 ☐ Dislike it very much?
(Enter respondent's comments)

53a. What are the things you like best about your job? – *After the respondent replies, ASK "Anything else?"*
1. ______________________ ☐ ☐
2. ______________________ ☐ ☐
3. ______________________ ☐ ☐

b. What are the things about your job that you don't like? – *After the respondent replies, ASK "Anything else?"*
1. ______________________ ☐ ☐
2. ______________________ ☐ ☐
3. ______________________ ☐ ☐

54. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. What would the wage or salary have to be for you to be willing to take it?
If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.

54.
$ ____________ per ________
1 ☐ I wouldn't take it at any conceivable pay
2 ☐ I would take a steady job at the same or less pay

Respondent's comments ______________________

☐ Respondent married – *SKIP to 56*

55. What if this job were in SOME OTHER PART OF THE COUNTRY. What would the wage or salary have to be for you to be willing to take it?

x ☐

55. $ ____________ per ________
1 ☐ I wouldn't take it at any conceivable pay
2 ☐ I would take a steady job at the same or less pay

Respondent's comments ______________________
____

☐ "O" checked in 39e – *SKIP to 58a*

56. If for some reason you were permanently to lose YOUR PRESENT JOB TOMORROW what would you do?

x ☐

56. 1 ☐ Look for work – *ASK 57a*
2 ☐ Take another job I know about
3 ☐ Stay at home
4 ☐ Return to school; get training
} *SKIP to 58a*
☐ Other – *Specify* ______________________
SKIP to 58a

Notes

VII. WORK ATTITUDES AND JOB PLANS – Continued

57a. What kind of work would you look for?	**57a.** ☐☐☐
b. How would you go about looking for this kind of work?	**b.** 0 ☐ Check with school employment service (or counselor) 1 ☐ Check with State employment agency 2 ☐ Check with private employment agency 3 ☐ Check directly with employer 4 ☐ Place or answer newspaper ads 5 ☐ Check with friends and relatives 6 ☐ Other – *Specify* ____________
c. Are there any particular companies in this area where you would apply? – *List names* 1. ____________ 2. ____________ 3. ____________	**c.** 0 ☐ None – *SKIP to 58a* 1 ☐ Companies of a particular type Number of companies ____________
d. Why do you mention these particular companies?	**d.**
58a. How long do you think you will continue to work at your present job?	**58a.** 1 ☐ Less than 1 year 2 ☐ 1 – 4 years } *ASK b* 3 ☐ 5 years or longer 4 ☐ As long as I can 5 ☐ Don't know } *SKIP to 59a*
b. What do you plan to do immediately after you stop working at your present job?	**b.** 1 ☐ Take another job I know about 2 ☐ Look for work } *ASK c – d* 3 ☐ Just stay home 4 ☐ Go to school, get additional training 5 ☐ Other – *Specify* } *SKIP to 59a*
c. What kind of work do you think you will (be doing) (look for)?	**c.** ☐☐☐
d. Do you think it will be part-time or full-time work?	**d.** 1 ☐ Part time 2 ☐ Full time
☐ Respondent has no children in the household – *SKIP to 69, page 20* **59a.** Is it necessary for you to make any regular arrangements for the care of your child(ren) while you are working?	**59a.** 1 ☐ Yes – *ASK b and c* 2 ☐ No – Why not? ____________ *SKIP to 69, page 20*
b. What arrangement have you made?	Child is cared for: X ☐ **b.** 1 ☐ In own home by relative 2 ☐ In own home by nonrelatives 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, day nursery, nursery school, after-school center, settlement house, etc.)
c. What is the cost of these child care arrangements?	**c.** 0 ☐ No cost X ☐ $ ____________ per ____________ *SKIP to 69, page 20*

VII. WORK ATTITUDES AND JOB PLANS – Continued

LABOR FORCE GROUP B **60.** What kind of work are you looking for?	☐☐☐ **60.**
61. How much would the job have to pay for you to be willing to take it?	**61.** $ ________ per ________ 9 ☐ Don't know
62. How many hours per week do you want to work?	**62.** Hours ________
63a. Are there any restrictions, such as hours or location of job that would be a factor in your taking a job?	**63a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 64a*
b. What are these restrictions? ________	
☐ Respondent has no children in the household. *SKIP to 65a* **64a.** Will it be necessary for you to make any special arrangements for the care of your child(ren), if you find a job?	**64a.** 1 ☐ Yes – *ASK b* 2 ☐ No – Why not? ________ *SKIP to 65a*
b. What arrangements will you make?	**b.** Child will be cared for: 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, nursery school, after-school center, settlement house, etc.) 6 ☐ Don't know
☐ Respondent is attending school – *SKIP to 69* **65a.** What do you expect to be doing five years from now – working or something else?	X ☐ **65a.** 1 ☐ Working – *ASK b – c* 2 ☐ Staying home 3 ☐ Go to school, get additional training 4 ☐ Other – *Specify* ________ } *SKIP to 69, page 20* 5 ☐ Don't know – *SKIP to 69, page 20*
b. What kind of work do you think you will be doing?	**b.** ☐☐☐
c. Do you think it will be part time or full time?	**c.** 1 ☐ Full time 2 ☐ Part time } *SKIP to 69, page 20*

Notes

VII. WORK ATTITUDES AND JOB PLANS – Continued

LABOR FORCE GROUP C **66a.** If you were offered a job by some employer IN THIS AREA, do you think you would take it?	**66a.** 1 ☐ Yes – *ASK b – g* 2 ☐ It depends. *Specify "on what" and ASK 66b – g* 3 ☐ No – *SKIP to 67*
b. What kind of work would it have to be?	**b.**
c. What would the wage or salary have to be? *If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.*	**c.** $ ______________ per ______________
d. Are there any restrictions, such as hours or location of job that would be a factor in your taking the job?	**d.** 1 ☐ Yes – *ASK e* 2 ☐ No – *SKIP to f*
e. What are these restrictions?	
f. Why would you say you are not looking for such a job now?	**f.**
g. Do you expect to look for work within the next six months?	**g.** 1 ☐ Yes 2 ☐ No
x ☐ Respondent has no children in the household – *SKIP to 68a* **67.** Would it be necessary for you to make any special arrangements for the care of your child(ren), if you were to take a job?	**67.** 1 ☐ Yes 2 ☐ No – Why not? 3 ☐ Don't know
x ☐ Respondent is attending school – *SKIP to 69* **68a.** What do you expect to be doing five years from now – working or something else?	**68a.** 1 ☐ Working – *ASK b – c* 2 ☐ Staying home 3 ☐ Go to school, get additional training 4 ☐ Other – *Specify* ______________ 5 ☐ Don't know *SKIP to 69*
b. What kind of work do you think you will be doing?	**b.**
c. Do you think it will be part-time or full-time work?	**c.** 1 ☐ Full time 2 ☐ Part time
69. What would you say is more important to you in deciding what kind of work you want to go into, good wages or liking the work?	**69.** 1 ☐ Liking the work 2 ☐ Good wages

While answering Section VII was another person present?

1 ☐ Yes
2 ☐ No – *GO to 70*

Would you say this person influenced the respondent's answers?

1 ☐ Yes
2 ☐ No

Notes

VIII. HEALTH

70a. Does your health or physical condition limit your activities or the kind of work you can do?	**70a.** 1 ☐ Yes – *ASK 70b – d* 2 ☐ No – *SKIP to 71*
b. What physical or health problem do you have? ________	
c. In what way are your activities limited? ________	
d. How long have you been limited this way?	**d.** Months ________ Years ________
x ☐ Respondent not married – *SKIP to 72a* **71a.** Does your husband's health or physical condition limit his activities or the kind of work he can do?	**71a.** 1 ☐ Yes – *ASK b – d* 2 ☐ No – *SKIP to 72a*
b. What physical or health problem does he have? ________	
c. In what way are his activities limited? ________	
d. How long has he been limited this way?	**d.** Months ________ Years ________

IX. FUTURE PLANS

72a. Now I would like to talk to you about your future plans. What would you like to to be doing when you are 35 years old?	**72a.** 1 ☐ Working – What kind of work? ☐☐☐ ________ *(SKIP to 73)* 2 ☐ Same as present (last) job } *SKIP to Check Box after 75* 3 ☐ Don't know } 4 ☐ Married, keeping house, raising family – *ASK b* 5 ☐ Other– *Specify* ________ *SKIP to Check Box after 75*
b. Sometimes women decide to work after they have been married for a while. If you were to work, what kind of work would you prefer?	**b.** 1 ☐ Same as present (last) job } *SKIP to Check Box after 75* x ☐ 2 ☐ Don't know } 3 ☐ Don't plan to work 4 ☐ Different from present job – *Specify* ________ ☐☐☐ *ASK 73*
73. Why do you think you would like this type of work?	**73.** 1 ☐ I'm interested in it; I enjoy it x ☐ 2 ☐ It pays well; is secure 3 ☐ Other – *Specify* ________
74. What do you think your chances are of actually getting into this type of work?	**74.** Are they – 1 ☐ Excellent } *SKIP to Check Box after 75* 2 ☐ Good } 3 ☐ Fair } *ASK 75* 4 ☐ Poor }
75. Why do you think the chances are not good?	**75.** 1 ☐ Poor grades 2 ☐ Lack of education 3 ☐ Lack of experience 4 ☐ May change her mind (not sure) 5 ☐ Other – *Specify* ________

While answering Section IX, was another person present?

1 ☐ Yes 2 ☐ No – *Go to 76*

Would you say this person influenced the respondent's answers?

1 ☐ Yes 2 ☐ No

X. ATTITUDE TOWARD WOMAN'S ROLE

76. Now I'd like you to think about a family where there is a mother, a father who works full time, and several children under school age. A trusted relative who can care for the children lives nearby. In this family situation, how do you feel about the mother taking a full-time job outside the home? *(Show Flashcard I)*

Statements	Definitely all right	Probably all right	Probably not all right	Definitely not all right	No opinion, undecided
a. If it is absolutely necessary to make ends meet	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. If she prefers to work and her husband agrees	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. If she prefers to work, but her husband doesn't particularly like it	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

77. What do you think is the ideal age for girls to get married?	**77.** Age ________
☐ Respondent has no children – *SKIP to Check Item N* **78.** How much education would you like your child(ren) to get?	**78.** ________________

CHECK ITEM N

Respondent is married and:

1 ☐ In Labor Force Group A or B – *ASK 79*
2 ☐ In Labor Force Group C – *SKIP to 80*

3 ☐ Respondent is not married – *SKIP to Check Item O*

79. How does your husband feel about your working – does he like it very much, like it somewhat, not care either way, dislike it somewhat, or dislike it very much?	**79.** 1 ☐ Like it very much 2 ☐ Like it somewhat 3 ☐ Not care either way 4 ☐ Dislike it somewhat 5 ☐ Dislike it very much *SKIP to Check Item O*
80. How do you think your husband would feel about your working now – would he like it very much, like it somewhat, not care either way, dislike it somewhat, or dislike it very much?	**80.** 1 ☐ Like it very much 2 ☐ Like it somewhat 3 ☐ Not care either way 4 ☐ Dislike it somewhat 5 ☐ Dislike it very much

Notes

XI. ASSETS AND INCOME

CHECK ITEM O	1 ☐ Respondent or husband is NOT head of household – *SKIP to 83a* 2 ☐ Respondent or husband is head of household – *ASK 81a*
81a. In 1967, did you (or your husband) receive financial assistance from any of your relatives?	**81a.** 1 ☐ Yes – *ASK b – c* 2 ☐ No – *SKIP to 82a*
b. From whom? ______________________	
c. How much did you receive?	**c.** $ ________
82a. Is this house (apartment) owned or being bought by you (or your husband)?	**82a.** 1 ☐ Yes 2 ☐ No – *SKIP to 83a*
b. About how much do you think this property would sell for on today's market?	**b.** $ ________
c. About how much do you (or your husband) owe on this property for mortgages, back taxes, home improvement loans, etc.?	**c.** $ ________ 0 ☐ None
83a. Do you (or your husband) have any money in savings or checking accounts, savings and loan companies, or credit unions?	**83a.** 1 ☐ Yes – How much altogether? $ ________ 2 ☐ No
b. Do you (or your husband) have any– 1. U.S. Savings Bonds? 2. Stocks, bonds, or mutual funds?	**b.** 1 ☐ Yes – What is their face value? $ ________ 2 ☐ No – *GO to (2)* 1 ☐ Yes – About how much is their market value? $ ________ 2 ☐ No
84a. Do you (or your husband) rent, own, or have an investment in a farm, business, or any other real estate?	**84a.** 1 ☐ Yes – *ASK b – d* 2 ☐ No – *SKIP to 85a*
b. Which one?	**b.** 1 ☐ Farm 2 ☐ Business 3 ☐ Real estate
c. About how much do you think this (business, farm, or other real estate) would sell for on today's market?	**c.** $ ________
d. What is the total amount of debt and other liabilities on this (business, farm, or other real estate)?	**d.** $ ________ 0 ☐ None
85a. Do you (or your husband) own an automobile?	**85a.** 1 ☐ Yes – *ASK b – c* 2 ☐ No – *SKIP to 86*
b. What is the make and model year? *If more than one, ask about newest.*	**b.** Model year ________ Make ________
c. When was it purchased?	**c.** Year ________
d. Do you owe any money on this automobile?	**d.** 1 ☐ Yes – How much altogether? $ ________ 2 ☐ No
86. Do you (or your husband) owe any (other) money to stores, banks, doctors, or anyone else, excluding 30-day charge accounts?	**86.** 1 ☐ Yes – How much altogether? $ ________ 2 ☐ No

XI. ASSETS AND INCOME – *Continued*

	Respondent	Husband
Now I would like to ask a few questions about your income in 1967.		x ☐ Not married
87a. How much did you (or your husband) receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	**87a.** $ ______ 0 ☐ None	$ ______ 0 ☐ None
b. Did you (or your husband) receive any income from working on your own or in your own business or farm? $______ less ______ = (Gross income) (Expenses)	**b.** 1 ☐ Yes – How much? $______ 2 ☐ No	1 ☐ Yes – How much? $______ 2 ☐ No
c. Did you (or your husband) receive any unemployment compensation?	1 ☐ Yes **c.** (1) How many weeks? ______ (2) How much? $ ______ 2 ☐ No	1 ☐ Yes (1) How many weeks? ______ (2) How much? $______ 2 ☐ No
d. Did you (or your husband) receive any other income, such as rental income, interest or dividends, income as a result of disability, or illness, etc.?	**d.** 1 ☐ Yes – How much? $ ______ 2 ☐ No	1 ☐ Yes – How much? $______ 2 ☐ No

CHECK ITEM P	1 ☐ Respondent (and husband) lives alone – *SKIP to 88b* 2 ☐ All others – *ASK 88a (If two or more RELATED respondents in household ASK 88a – b only once, and transcribe answers from the first to the other questionnaires).*

88a. In 1967, what was the total income of ALL family members living here? *(Show Flashcard 2)*	**88a.** 1 ☐ Under $1,000 2 ☐ $ 1,000 – $ 1,999 3 ☐ 2,000 – 2,999 4 ☐ 3,000 – 3,999 5 ☐ 4,000 – 4,999 6 ☐ 5,000 – 5,999 7 ☐ 6,000 – 7,499 8 ☐ 7,500 – 9,999 9 ☐ 10,000 – 14,999 10 ☐ 15,000 – 24,999 11 ☐ 25,000 and over ☐ Don't know
b. Did anyone in this family receive any welfare or public assistance in 1967?	**b.** 1 ☐ Yes – How much altogether? $______ 2 ☐ No

CHECK ITEM Q.	1 ☐ Respondent lives with parents – *SKIP to Check Box after 89b* 2 ☐ Respondent does not live with parents – *ASK 89a*

89a. How many persons, not counting yourself or (your husband) are dependent upon you for at least one-half of their support?	**89a.** Number______ 0 ☐ None – *SKIP to Check Box after 89b*
b. Do any of these dependents live somewhere other than here at home with you?	**b.** 1 ☐ Yes – Who are they? ______ ______ 2 ☐ No

While answering Section XI was another person present?

1 ☐ Yes   2 ☐ No – *GO to 90*

Would you say this person influenced the respondent's answers?

1 ☐ Yes   2 ☐ No

Notes

XII. FAMILY BACKGROUND

Now I have some questions on your family background. **90.** Where were you born?	**90.** 1 ☐ U.S. City ____ County ____ State ____ 2 ☐ Outside U.S. *Specify country* ____
91. For how long have you been living in this area (city or county of CURRENT residence)?	**91.** 1 ☐ Less than 1 year 2 ☐ 1 year or more – *Specify* ____ 3 ☐ All my life – *SKIP to 94*
92. Where did you live before moving to (name of city or county of CURRENT residence)?	**92.** 1 ☐ U.S. City ____ County ____ State ____ 2 ☐ Outside U.S. *Specify country* ____
93. Where did you live when you were 18?	**93.** 0 ☐ Respondent is 18 or less 1 ☐ U.S. City ____ County ____ State ____ 2 ☐ Outside U.S. *Specify country* ____
94. 0 ☐ Respondent not married – *SKIP to 95* How old were you at the time of your first marriage?	**94.** Age ____
Now I'd like to ask about your parents. **95.** Are your mother and father living?	**95.** 1 ☐ BOTH parents alive 2 ☐ MOTHER alive, Father dead 3 ☐ FATHER alive, Mother dead 4 ☐ NEITHER parent alive
0 ☐ Respondent is not married – *SKIP to 97* **96.** What about your husband's parent's? Are his mother and father living?	**96.** 1 ☐ BOTH parents alive 2 ☐ MOTHER alive, Father dead 3 ☐ FATHER alive, Mother dead 4 ☐ NEITHER parent alive
97. Where were your parents born – in the U.S. or some other country?	**97a.** FATHER 1 ☐ U.S. 2 ☐ Other – *Specify* ____ **b.** MOTHER 1 ☐ U.S. 2 ☐ Other – *Specify* ____ *If either parent born outside U.S. – SKIP to 99*

XII. FAMILY BACKGROUND – *Continued*

98. In what country were your grandparents born? **a.** Father's father **b.** Father's mother **c.** Mother's father **d.** Mother's mother	**98.** **a.** 1 ☐ U.S. 2 ☐ Other – *Specify* ____________ **b.** 1 ☐ U.S. 2 ☐ Other – *Specify* ____________ **c.** 1 ☐ U.S. 2 ☐ Other – *Specify* ____________ **d.** 1 ☐ U.S. 2 ☐ Other – *Specify* ____________
99. Which of the categories on this card describes where you were living when you were 14 years old? *(Show Flashcard 3)*	**99.** 1 ☐ On a farm or ranch 2 ☐ In the country, not on farm or ranch 3 ☐ In a town or small city (under 25,000) 4 ☐ In the suburb of a large city 5 ☐ In a city of 25,000 – 100,000 6 ☐ In a large city (100,000 or more)
100. With whom were you living when you were 14 years old? *If 6, 7, or 8 marked – Specify* ____________ ____________ ____________	**100.** 1 ☐ Father and mother 2 ☐ Father and step-mother 3 ☐ Mother and step-father 4 ☐ Father 5 ☐ Mother 6 ☐ Some other adult MALE relative } 7 ☐ Some other adult FEMALE relative } *Specify* 8 ☐ Some other arrangement } 9 ☐ On my own – *SKIP to 102*
101a. What kind of work was your father (or head of the household) doing when you were 14 years old?	**101a.** Occupation ____________ ☐☐☐ ☐ Did not work
b. Did your mother work for pay when you were 14 years old?	**b.** 1 ☐ Yes – *ASK c* 2 ☐ No – *SKIP to 102*
c. What kind of work did she do?	**c.** Occupation ____________ ☐☐☐
102a. Did you or your parents (or person mentioned in 100) regularly get any magazines when you were about 14 years old?	**102a.** 1 ☐ Yes 2 ☐ No
b. Did you or your parents (or person mentioned in 100) regularly get a newspaper when you were about 14 years old?	**b.** 1 ☐ Yes 2 ☐ No
c. Did you or your parents have a library card when you were about 14 years old?	**c.** 1 ☐ Yes 2 ☐ No
CHECK ITEM R	1 ☐ Father lives in household } 2 ☐ Father deceased } *SKIP to Check Item S* 3 ☐ Did not live with father when 14 years old (Q. 100) } ☐ Other – *ASK 103a*
103a. During 1967 about how many weeks did your father work either full-time or part-time (not counting work around the house)?	**103a.** Weeks ____________ 0 ☐ Did not work } *SKIP to 104a* 1 ☐ Don't know }
b. Did your father usually work full-time or part-time?	**b.** 1 ☐ Full-time 2 ☐ Part-time
c. What kind of work was he doing? *If more than one, record the one worked at longest.*	**c.** ☐☐☐

XII. FAMILY BACKGROUND – Continued

104a. What was the highest grade (or year) of regular school your father ever attended?	**104a.** 1. Elementary 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 2. High school 1 ☐ 2 ☐ 3 ☐ 4 ☐ 3. College 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did he finish this grade (or year)?	**b.** 1 ☐ Yes 2 ☐ No
CHECK ITEM S	1 ☐ Mother lives in household 2 ☐ Mother deceased 3 ☐ Did not live with mother when 14 years old (Q. 100) } *SKIP to 107a* ☐ Other – *ASK 105a*
105a. During 1967 about how many weeks did your mother work either full-time or part-time (not counting work around the house)?	**105a.** Weeks ____________ 0 ☐ Did not work 1 ☐ Don't know } *SKIP to 106a*
b. Did your mother usually work full-time or part-time?	**b.** 1 ☐ Full-time 2 ☐ Part-time
c. What kind of work was she doing? *If more than one, record the one worked at longest.*	**c.**
106a. What was the highest grade (or year) of regular school your mother ever attended?	**106a.** 1. Elementary 1 ☐ 2 ☐ 3 ☐ 4 ☐ 4 ☐ 6 ☐ 7 ☐ 8 ☐ 2. High school 1 ☐ 2 ☐ 3 ☐ 4 ☐ 3. College 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did she finish this grade (or year)?	**b.** 1 ☐ Yes 2 ☐ No
107a. Do you have any brothers or sisters who live somewhere else?	**107a.** 1 ☐ Yes 2 ☐ No – *SKIP to 109*
b. How many?	**b.**
c. How old is the oldest (living) one?	**c.** Age ____________
108a. What was the highest grade (or year) of regular school he (she) ever attended?	**108a.** 1 Elementary 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 2 High school 1 ☐ 2 ☐ 3 ☐ 4 ☐ 3 College 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did he (she) finish this grade (or year)?	**b.** 1 ☐ Yes 2 ☐ No
109. What is your Social Security number?	☐☐☐ ☐☐ ☐☐☐☐ 0 ☐ Does not have one

Notes

Now I have a few questions about the education and work experience of the other family members living here.

Line number	Name	Age	Relationship to respondent	Persons 6 – 24 years old			Persons 25 years old and over		Persons 14 years old and over		
										If person worked at all in 1967	
	List below all persons living here who are related to respondent. *Enter the line number from the Household Record Card*	*(As of January 1, 1968)*	*(Example: husband, son, daughter-in-law, brother, etc.)*	**Is . . . attending or enrolled in school?** *Circle Y – Yes N – No*	*If "Yes"* – **what grade (year)?** *If "No"* – **What is the highest grade (year) . . . ever attended?**	**Did . . . finish this grade (year)?**	**What is the highest grade (year) of regular school . . . has ever attended?**	**Did . . . finish this grade (year)?**	**During 1967 how many weeks did . . . work either full or part time (not counting work around the house)?**	**In the weeks that . . . worked, how many hours did . . . usually work per week?**	**What king of work was . . . doing in 1967?** *If more than one, record the longest*
110	111	112	113	114	115	116	117	118	119	120	121
			Respondent								
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			
				Y N		Y N		Y N			

122. *ASK at the completion of the interview. If more than one respondent in the household, ask for each.*
We would like to contact you again next year at this time to bring this information up to date. Would you please give me the name, address, and telephone number of two relatives or friends who will always know where you can be reached even if you move away? – *Enter information below.*

Name	Relationship to respondent	Address	Telephone number
1.			
2.			

CHECK ITEM T	1 ☐ Respondent has completed less than 1 year of high school (Q. 2 or 4) Respondent has completed 1 or more years of high school and – 2 ☐ Signed release 3 ☐ Did not sign release	Notes

U. S. GOVERNMENT PRINTING OFFICE : 1967—301-034/1078

Budget Bureau No. 41-R2423; Approval Expires December 31, 1973

NOTICE – Your report to the Census Bureau is confidential by law (Title 13, U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

FORM **LGT-411**
(10-25-68)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS

SURVEY OF WORK EXPERIENCE OF YOUNG WOMEN

1969

RECORD OF CALLS

Date	Time	Comments
1.	a.m. p.m.	
2.	a.m. p.m.	
3.	a.m. p.m.	
4.	a.m. p.m.	

METHODS OF LOCATING RESPONDENT WHO HAS MOVED

	Successful	Unsuccessful
New occupants	1 ☐	2 ☐
Neighbors	1 ☐	2 ☐
Apartment house manager	1 ☐	2 ☐
Post office	1 ☐	2 ☐
School	1 ☐	2 ☐
Persons listed on information sheet	1 ☐	2 ☐
Other – *Specify*	1 ☐	2 ☐

RECORD OF INTERVIEW

Interview time		Date completed	Interviewed by
Began	Ended		
a.m. p.m.	a.m. p.m.		

NONINTERVIEW REASON

☐ Unable to contact respondent – *Specify*
6 ☐ Temporarily absent – *Give return date*
7 ☐ Institutionalized – *Specify type*
8 ☐ Refused
9 ☐ Deceased
0 ☐ Other – *Specify*

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

Item 13 – Marital status of respondent (verified)

1 ☐ Married, spouse present
2 ☐ Married, spouse absent
3 ☐ Widowed
4 ☐ Divorced
5 ☐ Separated
6 ☐ Never married

If respondent has moved, enter new address

1. Number and street
2. City
3. County
4. State
5. ZIP code

I. EDUCATIONAL STATUS

1. Are you attending or enrolled in regular school?	**1.** 1 ☐ Yes – *ASK 2a* 2 ☐ No **When were you last enrolled?** Month ________ Year ________ *SKIP to Check Item B*
2a. What grade are you attending?	**2a.** 1 Elementary 1 2 3 4 5 6 7 8 2 High school 1 2 3 4 3 College 1 2 3 4 5 6+
b. Are you enrolled as a full-time or part-time student?	**b.** 1 ☐ Full-time 2 ☐ Part-time
CHECK ITEM A	*Refer to item 81R on Information Sheet* 1 ☐ Respondent not in school in 1968 – *ASK 3a* 2 ☐ Respondent in school in 1968 – *SKIP to Check Item C*
CHECK ITEM B	Refer to item 81R on Information Sheet 1 ☐ Respondent in school in 1968 – *SKIP to Check Item F on page 4* 2 ☐ All others – *SKIP to 23, page 6*
3a. At this time last year, you were not enrolled in school. How long had you been out of school before returning?	**3a.** Years ________
b. Why did you return?	**b.** ________
c. In what curriculum are you enrolled?	**c.** ________ *SKIP to 5*
CHECK ITEM C	*Refer to items 2a and 81R on Information Sheet* 1 ☐ Respondent in high school in 1968, college now – *SKIP to 5* 2 ☐ Other – *ASK 4*
4. Are you attending the same school as you were at this time last year?	**4.** 1 ☐ Yes – *SKIP to 10* 2 ☐ No – *ASK 5*
5. What is the name of the school you now attend?	**5.** ________
6. Where is this school located?	**6.** City ________ County ________ State ________
7. Is this school public or private?	**7.** 1 ☐ Public 2 ☐ Private
8. When did you enter this school?	**8.** Month ________ Year ________

I. EDUCATIONAL STATUS – Continued

CHECK ITEM D	*Refer to items 2a and 81R on Information Sheet* 1 ☐ Respondent in college I now – *SKIP to 15a* 2 ☐ Respondent in high school I now } *SKIP to 23, page 6* 3 ☐ Respondent not in school in 1968 } *SKIP to 23, page 6* 4 ☐ Other – *ASK 9*

9. Why did you change schools?	**9.** ____________________
10. Would you say you now like school more, about the same, or less than you did last year?	**10.** 1 ☐ More } *ASK 11* 2 ☐ Less } *ASK 11* 3 ☐ About the same – *SKIP to 12*
11. Why do you like it more (less)?	**11.** ____________________
12. Are you enrolled in the same curriculum now as you were last year?	**12.** 1 ☐ Yes { 2 ☐ College – *SKIP to 15a* 3 ☐ High school } *SKIP to 23, page 6* 4 ☐ Elementary } *SKIP to 23, page 6* 5 ☐ No – *ASK 13*
13. In what curriculum are you enrolled now?	**13.** ____________________
14. How did you happen to change your curriculum?	**14.** ____________________
☐ Respondent not in college – *SKIP to Check Item E* **15a. How much is the full-time tuition this year at the college you attend?**	**15a.** $ __________
b. Do you have a scholarship, fellowship, assistantship, or other type of financial aid this year?	**b.** 1 ☐ Yes – *ASK c* 2 ☐ No – *SKIP to Check Item E*
c. What kind?	**c.** 1 ☐ Scholarship 2 ☐ Fellowship 3 ☐ Assistantship 4 ☐ Loan 5 ☐ Other – *Specify* __________
d. How much is it per year?	**d.** $ __________

Notes

I. EDUCATIONAL STATUS – Continued

CHECK ITEM E	*Refer to item 81R on Information Sheet* 1 ☐ Respondent in college 3–6 in 1968 – *Ask 16a* × ☐ Other – *SKIP to 23, page 6*

16a. Have you received a degree since last year at this time?	**16a.** 1 ☐ Yes – *Ask b* × ☐ No – *SKIP to 23, page 6*
b. What degree was it?	**b.** 1 ☐ Bachelor's (B.A., B.S., A.B.) 2 ☐ Master's (M.S., M.B., M.B.A) 3 ☐ Doctor's (Ph.D.) 4 ☐ Other – *Specify* ________________
c. In what field did you receive your degree?	**c.** ________________
d. Why did you decide to continue your education after receiving this degree?	**d.** ________________ *SKIP to 23, page 6*

CHECK ITEM F	*Refer to item 81R on Information Sheet* 1 ☐ Respondent in high school 1-3 last year – *ASK 17a* 2 ☐ Respondent in high school 4 last year – *SKIP to 18a* 3 ☐ Respondent in college 1-3 last year – *SKIP to 20a* 4 ☐ Respondent in college 4+ last year – *SKIP to 21a, page 6* 5 ☐ Respondent in elementary school last year – *ASK 17a*

17a. At this time last year, you were attending your ______ year of high school. Did you complete that year?	**17a.** 1 ☐ Yes 2 ☐ No
b. Why did you drop out of high school?	**b.** ________________
c. Do you expect to return?	**c.** 1 ☐ Yes – *ASK d* × ☐ No – *SKIP to 25a, page 7*
d. When do you expect to return?	**d.** Month ________________ Year ______ *SKIP to 23, page 6*
18a. Did you graduate from high school?	**18a.** 1 ☐ Yes – *SKIP to Check Item G* 2 ☐ No – *ASK b*
b. Why not?	**b.** ________________

CHECK ITEM G	*Refer to item 82R on Information Sheet* 1 ☐ Respondent had planned to enter college when interviewed in 1968 – *ASK 19a* 2 ☐ Respondent had not planned to enter college when interviewed in 1968 – *SKIP to 23, page 6* 3 ☐ Respondent not asked about educational goal – *SKIP to 23, page 6*

Notes

I. EDUCATIONAL STATUS – Continued

19a. At this time last year, you said you planned to go to college. Have your plans changed?	**19a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c*
b. What caused your plans to change?	**b.** 1 ☐ Poor grades, lacked ability, wasn't accepted because of low grades, etc. 2 ☐ Economic reasons (couldn't afford, had to work instead, unable to obtain financial assistance) 3 ☐ Disliked school, lost interest, had enough school 4 ☐ Marriage, pregnancy or children 5 ☐ Personal health reasons 6 ☐ Other – *Specify* ____________ *SKIP to d*
c. Why are you presently not enrolled in college?	**c.** 1 ☐ Economic reasons (couldn't afford, have to work, unable to obtain financial assistance, etc.) 2 ☐ Was rejected or turned down 3 ☐ Waiting to be accepted by a school 4 ☐ Marriage, pregnancy or children 5 ☐ Personal health reasons 6 ☐ Other – *Specify* ____________
d. When do you plan to enroll in college?	**d.** Month ____________ Year ______ – *SKIP to 23* x ☐ Don't plan to enroll – *SKIP to 25a*
20a. Last year at this time you were in college. Why did you decide to drop out?	**20a.** ____________ 1 ☐ Received degree – *SKIP to 22a.*
b. Do you expect to return?	**b.** 1 ☐ Yes – *ASK c* x ☐ No – *SKIP to 25a*
c. When do you think you will return?	**c.** Month ____________ Year ______ *SKIP to 23*
21a. Last year at this time you were in college. Did you receive a degree?	**21a.** 1 ☐ Yes – *SKIP to 22a* 2 ☐ No – *ASK b*
b. Why did you decide to drop out?	**b.** ____________
c. Do you expect to return?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to 25a*
d. When?	**d.** Month ____________ Year ____________ *SKIP to 23*
22a. What degree did you receive?	**22a.** 1 ☐ Bachelor's (B.A., B.S., A.B.) 2 ☐ Master's (M.S., M.B., M.B.A.) 3 ☐ Doctor's (Ph.D.) 4 ☐ Other – *Specify* ____________
b. In what field of study did you receive your degree?	**b.** ____________

I. EDUCATIONAL STATUS – Continued

23. How much education would you like to get?	23. 1 High school ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 2 College ☐ 2 yrs. (complete junior college) ☐ 4 yrs. (graduate from 4-year college) ☐ 6 yrs. (master's degree or equivalent) ☐ 7+ yrs. (Ph.D. or professional degree)

CHECK ITEM H	*Refer to item 82R on Information Sheet* 1 ☐ Educational goal different from 1968 – *ASK 24* 2 ☐ Educational goal same as in 1968 – *SKIP to 25a* 3 ☐ Respondent not asked about educational goal in 1968 – *SKIP to 25a*

24. Last year you said you would like to get *(amount of education indicated in 1968).* **Why have you changed your plans?**	24. ☐ ______________________________
☐ Respondent attends school – *SKIP to 26a*	
25a. Since this time last year have you taken any training courses or educational programs of any kind, either on the job or elsewhere?	25a. 1 ☐ Yes – *ASK b* x ☐ No – *SKIP to 26a*
b. What kind of training or education program did you take? *(If more than one, ask about longest. Specify below, then mark one box.)* ____________________ ____________________	b. 1 ☐ Professional, technical 2 ☐ Managerial 3 ☐ Clerical 4 ☐ Skilled manual 5 ☐ Other
c. Where did you take this training course? *(Specify below, then mark one box)* ____________________ ____________________	c. 1 ☐ Business college, technical institute 2 ☐ Company training school 3 ☐ Correspondence course 4 ☐ Regular school 5 ☐ Other – *Specify*________________
d. How long did you attend this course or program?	d. Months________ 99 ☐ Still attending
e. How many hours per week did you spend on this training?	e. 1 ☐ 1-4 2 ☐ 5-9 3 ☐ 10-14 4 ☐ 15-19 5 ☐ 20 or more
f. Did you complete this program?	f. 1 ☐ Yes – **When?** Month ____________ Year ______ *SKIP to h* 2 ☐ No, dropped out – **When?** Month ____________ Year ______ *ASK g* 3 ☐ No, still enrolled – *SKIP to h*

I. EDUCATIONAL STATUS – Continued

25g. Why didn't you complete this program?	**25g.** 1 ☐ Found a job 2 ☐ Interferred with school 3 ☐ Too much time involved 4 ☐ Lost interest 5 ☐ Too difficult 6 ☐ Other – *Specify* ____________
h. Why did you decide to get more training?	**h.** 1 ☐ To obtain work 2 ☐ To improve current job situation 3 ☐ To get better job than present one 4 ☐ Other – *Specify* ____________
i. Do you use this training on your present job?	**i.** 1 ☐ Yes 2 ☐ No 3 ☐ Not employed
26a. Since last year have you obtained a certificate for practicing a profession or trade?	**26a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 27*
b. What type of certificate is (was) it?	**b.** ____________
c. Is this certificate currently valid?	**c.** 1 ☐ Yes 2 ☐ No

Notes

II. CURRENT LABOR FORCE STATUS

27. What were you doing most of LAST WEEK – working, going to school, keeping house or something else?

1 ☐ WK – Working – *SKIP to 28b*
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ KH – Keeping house
6 ☐ U – Unable to work– *SKIP to 31a*
7 ☐ OT – Other – *Specify*

____

28c. Do you USUALLY work 35 hours or more a week at this job?

1 ☐ Yes – **What is the reason you worked less than 35 hours LAST WEEK?**

2 ☐ No – **What is the reason you USUALLY work less than 35 hours a week?**

(Mark the appropriate reason)

01 ☐ Slack work
02 ☐ Material shortage
03 ☐ Plant or machine repair
04 ☐ New job started during week
05 ☐ Job terminated during week
06 ☐ Could find only part-time work
07 ☐ Labor dispute
08 ☐ Did not want full-time work
09 ☐ Full-time work week under 35 hours
10 ☐ Attends school
11 ☐ Holiday (legal or religious)
12 ☐ Bad weather
13 ☐ Own illness
14 ☐ On vacation
15 ☐ Too busy with housework, personal business, etc.
16 ☐ Other – *Specify*

____

(If entry in 28c SKIP to 32a and enter job worked at last week.)

28a. Did you do any work at all LAST WEEK, not counting work around the house?

1 ☐ Yes x ☐ No – *SKIP to 29a*

b. How many hours did you work LAST WEEK at all jobs?

____

CHECK ITEM I

Respondent worked–

1 ☐ 49 hours or more – *SKIP to 32a and enter job worked at last week*
2 ☐ 1–34 hours – *ASK c*
3 ☐ 35–48 hours – *ASK d and e*

d. Did you lose any time or take any time off LAST WEEK for any reason such as illness, holiday, or slack work?

1 ☐ Yes – **How many hours did you take off?** . . . . . . ________

2 ☐ No – *Go to 28e*

NOTE: Correct item 28b if lost time not already deducted; if item 28b is reduced below 35 hours, ask item 28c, otherwise skip to 32a.

e. Did you work any overtime or at more than one job LAST WEEK?

1 ☐ Yes – **How many extra hours did you work?** . . . . ________

2 ☐ No

NOTE: Correct Item 28b if extra hours not already included and SKIP to 32a.

(If "J" in 27, skip to 29b)

29a. Did you have a job (or business) from which you were temporarily absent or on layoff LAST WEEK?

1 ☐ Yes x ☐ No – *SKIP to 30a*

b. Why were you absent from work LAST WEEK?

1 ☐ Own illness
2 ☐ On vacation
3 ☐ Bad weather
4 ☐ Labor dispute
5 ☐ New job to begin within 30 days } *ASK 30c and 30d(2)*
6 ☐ Temporary layoff (less than 30 days) }
7 ☐ Indefinite layoff (30 days or more or no definite recall date) } *ASK 30d(3)*
8 ☐ School interfered
9 ☐ Other – *Specify*

____

____

c. Are you getting wages or salary for any of the time off LAST WEEK?

1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

d. Do you usually work 35 hours or more a week at this job?

1 ☐ Yes 2 ☐ No

(Go to 32a and enter job held last week.)

Notes

II. CURRENT LABOR FORCE STATUS – Continued

(If "LK" in 27, SKIP to 30b)

30a. Have you been looking for work during the past 4 weeks?

1 ☐ Yes x ☐ No – *SKIP to 31*

b. What have you been doing in the last 4 weeks to find work?

(Mark all methods used; do not read list.)

x ☐ Nothing – *SKIP to 31*

Checked with
- 1 ☐ State employment agency
- 2 ☐ Private employment agency
- 3 ☐ Employer directly
- 4 ☐ Friends or relatives

5 ☐ Placed or answered ads

6 ☐ School employment service

7 ☐ Other – *Specify – e.g., MDTA, union or professional register, etc*

____

c. Why did you start looking for work? Was it because you lost or quit a job at that time *(Pause)* **or was there some other reason?**

1 ☐ Lost job 4 ☐ Wanted temporary work

2 ☐ Quit job 5 ☐ Other – *Specify in notes*

3 ☐ Left school

d. 1) How many weeks have you been looking for work?

2) How many weeks ago did you start looking for work?

3) How many weeks ago were you laid off?

Number of weeks __________

e. Have you been looking for full-time or part-time work?

1 ☐ Full-time 2 ☐ Part-time

f. Is there any reason why you could not take a job LAST WEEK?

1 ☐ Yes →
- 2 ☐ Needed at home
- 3 ☐ Temporary illness
- 4 ☐ Going to school
- 5 ☐ Other – *Specify*

6 ☐ No

____

g. When did you last work at a regular job or business lasting two consecutive weeks or more, either full-time or part-time?

1 ☐ January 15, 1968 or later –

Specify month ______________ *and SKIP to 32a*

2 ☐ All others – *SKIP to 44b*

31. When did you last work at a regular job or business lasting two consecutive weeks or more, either full-time or part-time? x ☐

1 ☐ January 15, 1968 or later – *Specify month and year* } *SK 32a*

____

2 ☐ Before January 15, 1968 and "unable" now and "unable" in item 83R on the Information Sheet–*SKIP to 61, page 17*

3 ☐ All others – *SKIP to 44a*

DESCRIPTION OF JOB OR BUSINESS

32a. For whom did you work? *(Name of company, business, organization, or other employer)*

____

b. In what city and State is . . . located? ☐ ☐

City ______________________

State ______________________

c. What kind of business or industry is this? ☐☐☐ *(For example, TV and radio manufacturer, retail shoe store, State Labor Department, farm.)*

____

d. Were you –

1 ☐ P – An employee of PRIVATE company, business, or individual for wages, salary, or commissions?

2 ☐ G – A GOVERNMENT employee (Federal, State, county, or local)?

3 ☐ O – Self-employed in OWN business, professional practice, or farm?

(If not a farm)
Is this business incorporated?
1 ☐ Yes 2 ☐ No

4 ☐ WP – Working WITHOUT PAY in family business or farm?

e. What kind of work were you doing? ☐☐☐ *(For example, school teacher, stock clerk, typist, nurse)*

____

f. What were your most important activities or duties? *(For example, types, keeps account books, files, sells clothing)*

____

____

g. What was your job title?

____

II. CURRENT LABOR FORCE STATUS – Continued

CHECK ITEM J	*Refer to item 84R on Information Sheet* × ☐ Current employer same as last year *(Entry in 32a and Information Sheet item 84R(1) are the same) – SKIP to Check Item K* 2 ☐ All other – *ASK 33a*
33a. How did you find out about this job?	**33a.** 1 ☐ School employment service (or counselor) 2 ☐ State employment agency 3 ☐ Private employment agency 4 ☐ Checked directly with employer 5 ☐ Newspaper ads 6 ☐ Friends or relatives 7 ☐ Other – *Specify* ____________ ☐
b. When did you start working at this job or business? ☐ Respondent enrolled in school – *SKIP to Check Item K*	**b.** Month ____________ Year ______
c. Is this the first job at which you worked at least one month since you stopped going to school full time?	**c.** 1 ☐ Yes – *SKIP to Check Item K* 2 ☐ No – *ASK d*
d. When did you take your first job at which you worked at least a month after you stopped going to school full time?	**d.** Month ____________ Year ______
CHECK ITEM K	1 ☐ "P" or "G" in 32d – *ASK 34a* × ☐ "O" or "WP" in 32d – *SKIP to Check Item L*
34a. Altogether, how much do (did) you usually earn at your present (last) job before deductions? *(If amount given per hour, record dollars and cents, otherwise, round to nearest dollar.)*	**34a.** $ ______ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ______
b. How many hours per week do (did) you usually work on this job?	**b.** Hours ______
c. Do (did) you receive extra pay when you work(ed) over a certain number of hours?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No 3 ☐ No but receive compensating time off 4 ☐ Never work overtime (2–4) *SKIP to Check Item L*
d. After how many hours do (did) you receive extra pay?	**d.** 1 ☐ Hours ______ per day 2 ☐ Hours ______ per week ☐
e. For all hours worked over *(entry in d)* **are (were) you paid straight time, time and one-half, double time or what?** *(Mark as many as apply)*	**e.** 1 ☐ Straight time 2 ☐ Time and one-half 3 ☐ Double time 4 ☐ Compensating time off 5 ☐ Other – *Specify* ____________
CHECK ITEM L	Respondent currently is in: 1 ☐ Labor Force Group A *("WK" or "J" in 27 or "Yes" in 28a or 29a) – GO to Check Item M* 2 ☐ All others – *SKIP to Check Item N*

III. WORK EXPERIENCE AND ATTITUDES

CHECK ITEM M	Current employer SAME as last year (Entries in 32a and item 84R(1) of the *Information Sheet are the same)* AND 1 ☐ a. Current kind of work SAME as last year *(Entries in 32e and item 84R(2) of the Information Sheet are the same) – SKIP to 36a* 2 ☐ b. Current kind of work DIFFERENT from last year *(Entries in 32e and item 84R(2) of the Information Sheet are different) – ASK 35* 3 ☐ Current employer DIFFERENT – *SKIP to 37a*
35. I see that you are not doing the same kind of work you were doing at this time last year. **Why would you say you are no longer doing this kind of work?**	35. 1 ☐ Promotion 2 ☐ Job was eliminated 3 ☐ "Bumped" from job 4 ☐ Other – *Specify* ______________
36a. During the past 12 months, have you worked any place other than *(entry in 32a)***?**	36a. 1 ☐ Yes – **How many other places?** ______ *ASK b* 2 ☐ No – *SKIP to 42a*
b. For whom did you work? *(If more than one, ask about longest)*	b. ______________
c. Were you working for *(entry in 32a)* **and** *(entry in 36b)* **at the same time?**	c. 1 ☐ Yes – *ASK 42a* 2 ☐ No – *SKIP to 41b*
CHECK ITEM N	1 ☐ Respondent was in Labor Force Group B or C last year *(Item 83R on Information Sheet) – SKIP to 38a* 2 ☐ All others – *SKIP to 39a*
37a. Have you held any jobs other than (*entry in 32a)* **in the past 12 months?**	37a. 1 ☐ Yes – **How many other jobs?** ______ *ASK b* × ☐ No – *SKIP to 42*
b. Now I'd like to know about the longest job you held. For whom did you work?	b. ______________ *SKIP to 41b*
38a. Last year at this time you weren't working. Have you worked at all since then?	38a. 1 ☐ Yes – **How many jobs?** ______ *ASK b* 2 ☐ No – *SKIP to 44a*
b. Now, I'd like to know about the longest job you held. For whom did you work?	b. 1 ☐ ______________ *SKIP to 41b* 0 ☐ Same as current (last) job in 32a – *SKIP to 42a*
39a. Last year at this time you were working at *(name of company in item 84R(1) on Information Sheet).* **When did you stop working there?**	39a. Month ______________ Year ______
b. Why did you happen to leave that job?	b. ______________
c. Last year, you were working as *(kind of work in item 84R(2) on Information Sheet).* **Did you do any other kind of work at that job before you left it?**	c. 1 ☐ Yes – **How many other kinds?** ______ *ASK 40a* 2 ☐ No – *SKIP to 40b*
40a. What kind of work did you do? *(If more than one, ask about longest)*	40a. ______________
b. How many jobs have you held since you stopped working at *(name of company in item 84R(1) on Information Sheet)* **and started you present (last) job?**	b. Number ________ 0 ☐ None – *SKIP to 42a*

III. WORK EXPERIENCE AND ATTITUDES – Continued

(If more than one, ask about longest) **41a. Now I'd like to know about the job you had since you stopped working at** *(entry in 84R(1)).* **For whom did you work?**	**41a.** 1 ☐ ____________________ 0 ☐ Same employer as *32a – SKIP to 42a*
b. What kind of business or industry was that?	**b.** ____________________ ☐☐☐
c. Were you – **(1) an employee of PRIVATE company, business, or individual for wages, salary, or commission?** **(2) a GOVERNMENT employee (Federal, State, county, or local)?. . . . .** **(3) self-employed in OWN business, professional practice, or farm?. . . . .** **(4) working WITHOUT PAY in family business or farm? . . . .**	**c.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
d. How many hours per week did you usually work?	**d.** Number of hours _______
e. When did you START working at that job?	**e.** Month ____________ Year _______
f. When did you STOP working at that job?	**f.** Month ____________ Year _______
g. How did you happen to leave that job?	**g.** ____________________ ☐☐
h. What kind of work were you doing when you left that job?	**h.** ____________________ ☐☐☐
i. Did you ever do any other kind of work at that job?	**i.** 1 ☐ Yes – **How many other kinds?** _____ *ASK j* 2 ☐ No – *SKIP to 42a*
j. What kind of work? *(If more than one, ask about longest)*	**j.** ____________________ ☐☐☐
42a. During the past 12 months, in how many different weeks did you do any work at all?	**42a.** ☐ Number of weeks _______ 00 ☐ None – *SKIP to 44a*
☐ Respondent not in school – *SKIP to c* **b. Were these during summer vacation from school, or during the school year?**	**b.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both
c. During the weeks that you worked in the last 12 months, how many hours per week did you usually work?	**c.** Number of hours _______ 1 ☐ 1–4 2 ☐ 5–14 3 ☐ 15–24 4 ☐ 25–34 5 ☐ 35–40 6 ☐ 41–49 7 ☐ 49 or more

III. WORK EXPERIENCE AND ATTITUDES – Continued	
CHECK ITEM O	1 ☐ 52 weeks in 42a – *ASK 43a* 2 ☐ 1–51 weeks in 42a – *SKIP to 43b*
43a. **Did you lose any full weeks of work during the past 12 months because you were on layoff from a job or lost a job?**	**43a.** 1 ☐ Yes – **How many weeks?** ________ *(Adjust item 42a and skip to 43c)* x ☐ No – *SKIP to Check Item P*
b. **You say you worked** *(entry in 42a)* **weeks during the past 12 months. In any of the remaining** *(52 minus entry in 42a)* **weeks were you looking for work or on layoff from a job?**	**b.** 1 ☐ Yes – **How many weeks?** ________ x ☐ No – *SKIP to Check Item P*
c. **Were all of these weeks in one stretch?**	**c.** 1 ☐ Yes, 1 2 ☐ No, 2 3 ☐ No, 3 or more
☐ Respondent not in school–*SKIP to Check Item P* d. **Were these during summer vacation from school, or during the school year?**	**d.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both } *SKIP to Check Item P*
44a. **Even though you did not work during the past 12 months, did you spend any time trying to find work or on layoff from a job?**	**44a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 45*
b. **How many different weeks during the last 12 months were you looking for work or on layoff from a job?**	**b.** Number of weeks ________
☐ Respondent not in school–*SKIP to Check Item P* c. **Were these during summer vacation from school, or during the school year?**	**c.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both
CHECK ITEM P	*Refer to items 42a, 43a, 43b, 44b* 1 ☐ All weeks accounted for – *SKIP to Check Item Q* 2 ☐ Some weeks not accounted for – *ASK 45*
45. **Now let me see. During the past 12 months, there were about** *(52 minus entries in items 42a, 43a, 43b, 44b)* ____ **weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work?** *(Specify below, then mark one box.)* ____________________	**45.** 1 ☐ Ill or disabled and unable to work 2 ☐ In school 3 ☐ Couldn't find work 4 ☐ Vacation 5 ☐ Personal, family reasons 6 ☐ Other
Notes	

III. WORK EXPERIENCE AND ATTITUDES – Continued

CHECK ITEM Q	Respondent is in – 1 ☐ Labor Force Group A *(“WK” or “J” in 27 or “Yes” in 28a or 29a) – SKIP to Check Item R* 2 ☐ Labor Force Group B *(“LK” in 27 or “Yes” in 30a) – SKIP to 48a* 3 ☐ Labor Force Group C *(All others) – ASK 46a*
46a. Do you intend to look for work of any kind in the next 12 months? Respondent's comments: ______________________ ______________________ ______________________	**46a.** 1 ☐ Yes – definitely 2 ☐ Yes – probably } *ASK b* 3 ☐ Maybe – **What does it depend on?** ______________________ } *SKIP to 47a* 4 ☐ No 5 ☐ Don't know } *SKIP to 47a*
b. When do you intend to start looking for work?	**b.** Month ______________________
c. What kind of work do you think you will look for?	**c.** ______________________
d. What will you do to find work?	**d.** 1 ☐ Check with school employment service (or counselor) 2 ☐ Check with state employment agency 3 ☐ Check with private employment agency 4 ☐ Check directly with employer 5 ☐ Place or answer newspaper ads 6 ☐ Check with friends or relatives 7 ☐ Other – *Specify* ______________________
47a. Why would you say that you are not looking for work at this time?	**47a.** 1 ☐ School 2 ☐ Health reasons 3 ☐ Husband would not permit 4 ☐ Believes no work available 5 ☐ Does not want to work at this time of year 6 ☐ Pregnancy 7 ☐ Personal, family reasons 8 ☐ Other or no reason
b. If you were offered a job by some employer in THIS AREA, do you think you would take it? Respondent's comments: ______________________ ______________________ ______________________	**b.** 1 ☐ Yes 2 ☐ Maybe – **What does it depend on?** ______________________ } *ASK c–e* 3 ☐ No – **Why not?** ______________________ *SKIP to 58a, page 17*
c. How many hours per week would you be willing to work?	**c.** 1 ☐ 1 – 4 2 ☐ 5 – 14 3 ☐ 15 – 24 4 ☐ 25 – 34 5 ☐ 35 – 40 6 ☐ 41 – 48 7 ☐ 49 or more
d. What kind of work would it have to be?	**d.** ______________________
e. What would the wage or salary have to be?	**e.** $ ________ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ______________________ *SKIP to 58a, page 17*

III. WORK EXPERIENCE AND ATTITUDES – Continued

48a. What type of work are you looking for?	48a. ☐☐☐ ________________
b. What would the wage or salary have to be for you to be willing to take it?	b. $ ______ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ________
c. Are there any restrictions, such as hours or location of job that would be a factor in your taking a job?	c. 1 ☐ Yes – *ASK d* x ☐ No – *SKIP to 58a, page 17*
d. What are these restrictions?	d. ☐ ________________ *SKIP to 58a, page 17*
☐ Respondent has no children in the household – *SKIP to 58a, page 17*	☐
49a. Will it be necessary for you to make any special arrangements for the care of your child(ren), if you find a job?	49a. 1 ☐ Yes – *ASK b* 2 ☐ No – **Why not?** ________ *SKIP to 58a, page 17*
b. What arrangements will you make?	b. Child will be cared for: ☐ 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, nursery school, after-school center, settlement house, etc.) 6 ☐ Don't know *SKIP to 58a page 17*
CHECK ITEM R	Respondent currently is in Labor Force Group A: ☐ 1 ☐ Was in Labor Force Group B last year *(Item 83R on Information Sheet) – SKIP to 51* 2 ☐ Was in Labor Force Group C last year *(Item 83R on Information Sheet) – ASK 50* 3 ☐ All others – *SKIP to Check Item T*
50. At this time last year, you were not looking for work. What made you decide to take a job?	50. ☐ 1 ☐ Recovered from illness 2 ☐ Bored 3 ☐ Completed education 4 ☐ Needed money 5 ☐ Other – *Specify* ________
51. How do you feel about the job you have now. Do you – Respondent's comments: ________	51. ☐ 1 ☐ like it very much? 2 ☐ like it fairly well? 3 ☐ dislike it somewhat 4 ☐ dislike it very much?

III. WORK EXPERIENCE AND ATTITUDES – Continued

52. What are the things you like best about your job	**52.** 1. ____________ 2. ____________ 3. ____________
53. What are the thing about your job that you don't like?	**53.** 1. ____________ 2. ____________ 3. ____________
54. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? *(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)* Respondent's comments: ____________	**54.** $ ________ per: 01 ☐ Hour 02 ☐ Day 03 ☐ Week 04 ☐ Biweekly 05 ☐ Month 06 ☐ Year 07 ☐ Other – *Specify* ________ ☐ I wouldn't take it at any conceivable pay ☐ I would take a steady job at same or less pay ☐ Would accept job; don't know specific amount
CHECK ITEM S	1 ☐ Respondent married – *SKIP to Check Item T* Respondent not married and: 2 ☐ Is enrolled in school – *SKIP to 58a* 3 ☐ All others – *ASK 55*
55. What if this job were IN SOME OTHER PART OF THE COUNTRY – how much would it have to pay in order for you to be willing to take it? *(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)* Respondent's comments ____________	**55.** $ ________ per: 01 ☐ Hour 02 ☐ Day 03 ☐ Week 04 ☐ Biweekly 05 ☐ Month 06 ☐ Year 07 ☐ Other – *Specify* ________ ☐ I wouldn't take it at any conceivable pay ☐ I would take a steady job at same or less pay ☐ Would accept job; don't know specific amount ☐ Depends on location, cost of living *SKIP to 58a*
CHECK ITEM T	Respondent is not in school and: 1 ☐ Works for a different employer from 1968 *(Items 84R(1) on Information Sheet and 32a of this questionnaire differ) – ASK 56a* 2 ☐ Works for the same employer as in 1968 – *SKIP to 56b* 3 ☐ Respondent enrolled in school – *SKIP to 58a*
56a. How do you feel about the job you have now. Do you – Respondent's comments: ____________	**56a.** 1 ☐ like it very much? 2 ☐ like it fairly well? 3 ☐ dislike it somewhat 4 ☐ dislike it very much?
b. Would you say you like your present job more, less, or about the same as (the job you held) last year?	**b.** 1 ☐ More } *ASK c* 2 ☐ Less } *ASK c* 3 ☐ Same – *SKIP to 57a*
c. What would you say is the main reason that you like your present job (more, less)?	**c.** ____________

III. WORK EXPERIENCE AND ATTITUDES – Continued

× ☐ Respondent has no children in the household – *SKIP to 58a*	
57a. Is it necessary for you make any regular arrangements for the care of your child(ren) while you are working?	57a. 1 ☐ Yes – *ASK b and c* 2 ☐ No – **Why not?** ____________ *SKIP to 58a*
b. What arrangements have you made?	b. Child is cared for: 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, day nursery, nursery school, after-school center, settlement house, etc.) 6 ☐ Don't know
c. What is the cost of these child care arrangements?	c. $__________ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Month 5 ☐ Other – *Specify* ____________ 6 ☐ No cost
58a. Would you say that during the past year there has been any change in your feeling about having a job outside the home for pay?	58a. 1 ☐ Yes – *ASK b and c* 2 ☐ No } *SKIP to 59* 3 ☐ Don't know } *SKIP to 59*
b. In what way has your feeling changed?	b. ____________ ____________
c. Why would you say your thinking has changed?	c. ____________ ____________

IV. FUTURE JOB PLANS

59. Now I would like to talk to you about your future job plans. What kind of work would you like to be doing when you are 35 years old?	59. ____________ 1 ☐ Married, keeping house, raising family 2 ☐ Same as present (last) job 3 ☐ Don't know
CHECK ITEM U	1 ☐ Respondent's future job plans are the same as 1968 *(Entries in 59 and item 85R on the Information Sheet are the same) – SKIP to 61* 2 ☐ Respondent's future job plans differ from 1968 *(Entries in 59 and item 85R of Information Sheet differ) – ASK 60* 3 ☐ Respondent not asked about future job plans in 1968 – *SKIP to 61*
60. Last year, at this time, you said you thought that you'd like to be *(entry in item 85R of Information Sheet).* **Why would you say you have changed your plans?**	60. ____________ ____________ ____________

V. KNOWLEDGE OF THE WORLD OF WORK

61. I'd like your opinion about the kind of work that women in certain jobs usually do. For each occupation on this card *(hand card to respondent)* **there are three descriptions of job duties. Will you please tell me which description you think best fits each job? Be sure to read all of the possible answers before you decide.**

A. ASSEMBLER

1 ☐ Puts together and fixes machines used on an assembly line

2 ☐ Takes broken parts off an assembly line and sends them to scrap area

3 ☐ Works on a production line putting parts together

4 ☐ Don't know

B. KEYPUNCH OPERATOR

1 ☐ Operates a machine which sends telegrams

2 ☐ Operates a machine which punches holes in cards used in computers

3 ☐ Operates a cordless telephone switchboard and pushes switch keys to make telephone connections

4 ☐ Don't know

C. BANK TELLER

1 ☐ Checks bank records

2 ☐ Talks to persons who want to borrow money

3 ☐ Receives and pays out money in a bank

4 ☐ Don't know

D. DEPARTMENT STORE BUYER

1 ☐ Selects the items to be sold in a section of a department store

2 ☐ Checks on the courtesy of sales people by shopping at the store

3 ☐ Buys department stores that are about to go out of business

4 ☐ Don't know

E. DIETICIAN

1 ☐ Waits on tables in a restaurant

2 ☐ Suggests exercises for persons who are overweight or sick

3 ☐ Plans menus for hospitals and schools

4 ☐ Don't know

V. KNOWLEDGE OF THE WORLD OF WORK – Continued

61. Continued

F. STATISTICAL CLERK

1 ☐ Solves business problems using a computer
2 ☐ Makes calculations with adding machines or a desk calculator
3 ☐ Prepares bills and statements for customers
4 ☐ Don't know

G. NURSES' AID

1 ☐ Teaches nurses how to take care of patients
2 ☐ Tests blood samples of hospital patients
3 ☐ Serves food to hospital patients and performs other duties to make patients comfortable
4 ☐ Don't know

H. SOCIAL WORKER

1 ☐ Conducts research on life in primitive societies
2 ☐ Writes newspaper stories on marriages, engagements, births, and similar events
3 ☐ Works for a welfare agency and helps people with various types of problems they may have
4 ☐ Don't know

I. MEDICAL ILLUSTRATOR

1 ☐ Draws pictures of medical uniforms for use in ads
2 ☐ Teaches medical students correct operating procedures
3 ☐ Draws pictures that are used to teach anatomy and surgical operating procedure
4 ☐ Don't know

J. QUALITY CONTROL GIRL IN BAKERY

1 ☐ Finds out if packages of pastries are the proper weight
2 ☐ Tells bakers what to do
3 ☐ Keeps records of how much bread is sold
4 ☐ Don't know

While answering Section V, was another person present?

1 ☐ Yes 2 ☐ No – *Go to 62*

Would you say this person influenced the respondent's answers?

1 ☐ Yes 2 ☐ No

VI. ASSETS AND INCOME

62a. So far as your overall financial position is concerned, would you say you are better off, about the same, or worse off now than you were at this time last year?	62a. 1 ☐ Same – *SKIP to Check Item V* 2 ☐ Better off } *ASK b* 3 ☐ Worse off } *ASK b*
b. In what ways are you (better, worse) off?	b. ________

CHECK ITEM V	x ☐ Respondent is NOT head of household – *SKIP to 64a* 1 ☐ Respondent is head of household – *ASK 63a*

63a. In the last 12 months, did you (or your husband) receive financial assistance from any of your relatives?	63a. 1 ☐ Yes – *ASK b–c* 2 ☐ No – *SKIP to 64a*
b. From whom?	b. ________
c. How much did you receive?	c. $ ________

Now I would like to ask a few questions about your income in the last 12 months.	Respondent:	Husband ☐ Not married
64a. How much did you (or your husband) receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	64a. $ ________ ☐ None	$ ________ ☐ None
b. Did you (or your husband) receive any income from working on your own or in your own business or farm? $ ________ less $ ________ = $ ________ (Gross Income) (Expenses) (Net Income)	b. ☐ Yes – **How much?** $ ________ ☐ No	☐ Yes – **How much?** $ ________ ☐ No
c. Did you (or your husband) receive any unemployment compensation?	c. ☐ Yes **(1) How many weeks?** ________ **(2) How much?** $ ________ ☐ No	☐ Yes **(1) How many weeks?** ________ **(2) How much?** $ ________ ☐ No
d. Did you (or your husband) receive any other income, such as rental income, interest or dividends, income as a result of disability or illness, etc.?	d. ☐ Yes – **How much?** $ ________ ☐ No	☐ Yes – **How much?** $ ________ ☐ No

CHECK ITEM W	1 ☐ Respondent (and husband) lives alone – *SKIP to 65b* 2 ☐ All others – *ASK 65a (If two or more RELATED respondents in household, ask 65a–b only once, and transcribe answers from the first to the other questionnaires.)*

65a. In the past 12 months, what was the total income of ALL family members living here? *(Show flashcard)*	65a. 01 ☐ Under $1,000 02 ☐ $1,000–$1,999 03 ☐ 2,000– 2,999 04 ☐ 3,000– 3,999 05 ☐ 4,000– 4,999 06 ☐ 5,000– 5,999 07 ☐ $6,000–$7,499 08 ☐ 7,500– 9,999 09 ☐ 10,000–14,999 10 ☐ 15,000–24,999 11 ☐ 25,000 and over
b. Did anyone in this family receive any welfare or public assistance in the last 12 months?	b. 1 ☐ Yes 2 ☐ No

VII. FAMILY BACKGROUND

66a. How many persons, not counting yourself (or your husband), are dependent upon you for at least one-half of their support?	**66a.** Number ________ 0 ☐ None – *SKIP to Check Item X*
b. Do any of these dependents live somewhere else other than here at home with you?	**b.** 1 ☐ Yes – **How many?** ________ – *ASK c* 2 ☐ No – *SKIP to Check Item X*
c. What is their relationship to you?	**c.** ________________
CHECK ITEM X	*Refer to name and address label on cover page* X ☐ Respondent lives in same area (SMSA or county) as in 1968 – *SKIP to Check Item Y* 2 ☐ Respondent lives in different area (SMSA or county) than in 1968 – *ASK 67a*
67a. At this time last year you were living in *(city in address on cover page)*. **How many miles from here was that?**	**67a.** Miles ________
b. How did you happen to move here?	**b.** ________________
☐ Respondent currently in school – *SKIP to Check Item Y*	
68a. Did you have a job lined up here at the time you moved?	**68a.** 1 ☐ Yes, different from job held at time of move – *SKIP to Check Item Y* 2 ☐ Yes, same as job held at time of move – *SKIP to Check Item Y* 3 ☐ Yes, transferred job in same company – *SKIP to Check Item Y* 4 ☐ No – *ASK b*
b. How many weeks did you look before you found work?	**b.** Weeks ________ 00 ☐ Did not look for work 99 ☐ Still haven't found work
CHECK ITEM Y	1 ☐ Father lives in household – *SKIP to Check Item Z* 2 ☐ Father deceased – *SKIP to Check Item Z* 3 ☐ Other – *ASK 69a*
69a. During the past 12 months, about how many weeks did your father work either full time or part time (not counting work around the house)?	**69a.** Weeks ________ 00 ☐ Did not work – *SKIP to Check Item Z* 99 ☐ Don't know – *SKIP to Check Item Z*
b. Did your father usually work full time or part time?	**b.** 1 ☐ Full time 2 ☐ Part time
c. What kind of work was he doing? *(If more than one, record the one worked at longest.)*	**c.** ________________

Notes

VII FAMILY BACKGROUND – Continued

CHECK ITEM Z	1 ☐ Mother lives in household 2 ☐ Mother deceased } *SKIP to Check Item AA* 3 ☐ Other – *ASK 70a*
70a. During the past 12 months, about how many weeks did your mother work either full time or part time (not counting work around the house)?	70a. ☐ Weeks ________ 00 ☐ Did not work 99 ☐ Don't know } *SKIP to Check Item AA*
b. Did your mother usually work full time or part time?	b. 1 ☐ Full time 2 ☐ Part time
c. What kind of work was she doing? *(If more than one, record the one worked at longest.)*	c. ☐☐☐ ________________________
CHECK ITEM AA	*Refer to item 86R on Reference Sheet* 1 ☐ Marital status has changed since 1968 – *ASK 71* 2 ☐ Marital status has not changed since 1968 – *SKIP to 72*
71. In what month were you – { married divorced widowed separated	71. Month ________________

Notes

Now I have a few questions about the education and work experience of the other family members living here.

Line number	**NAME**	**RELATIONSHIP TO RESPONDENT**	**AGE**	Persons 6–24 years old			Persons 14 years old and over		
								If person worked at all in the last 12 months	
	List below all persons living here who are related to respondent. Enter the line number from the Household Record Card in column 72.	*(Example: husband; son, brother, etc.).*	*As of Jan 1, 1969*	**Is . . . attending or enrolled in school?** *Circle Y – Yes N – No*	If "Yes" – **What grade (year)?** If "No" – **What is the highest grade (year) . . . ever attended?**	**Did . . . finish this grade (year)?**	**In the past 12 months, how many weeks did . . . work either full-or part-time (not counting work around the house)?**	**In the weeks that . . . worked, how many hours did . . . usually work per week?**	**What kind of work was . . . doing in the past 12 months?** *(If more than one, record the longest)*
72	73a	73b	73c	74	75	76	77	78	79
		Respondent							
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			

80. **Last year you mentioned** *(read names from item 87R on Information Sheet)* **as persons who will always know where you can be reached even if you move away. Is this still true?** *(If so, verify the addresses and telephone numbers and enter below. If not, enter information about other persons who will know the respondent's whereabouts.)*

Name	Relationship to respondent	Address (Number, street, city, State, ZIP code)	Telephone number
1.			
2.			

INFORMATION SHEET

Entry on 1968 Questionnaire

81R. Whether respondent was attending or enrolled in school

☐ Yes ☐ No

Grade respondent was attending OR highest year of regular school completed:

☐ None 0
☐ Elem 1 2 3 4 5 6 7 8
☐ High 1 2 3 4
☐ College 1 2 3 4 5 6 7+

82R. Respondent's educational goal:

☐ Not asked educational goal
☐ Less than high school
☐ High 1 2 3 4
☐ College 2 4 6 7+

83R. Respondent's labor force status:

☐ Unable to work
☐ Labor Force Group A
☐ Labor Force Group B
☐ Labor Force Group C

84R. (1) Name of employer ______________________

____

(2) Kind of work done ______________________

____

85R. Plans for age 35:

☐ Working – *Specify kind*

____

____

☐ Married, homemaking
☐ Other or don't know

86R. Marital status last year

☐ Never married ☐ Widowed
☐ Married ☐ Divorced
☐ Separated

87R. Names and addresses of persons who will always know where respondent can be reached.

1. ______________________

____

____

2. ______________________

____

____